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ABSTRACT

This handbook for vocational educators and teachers overviews concepts, methodologies, and strategies appropriate for those serving handicapped children. Chapter 1 discusses organizing and providing appropriate vocational education programs for the handicapped, including the cooperative/team approach, pre- and inservice training, and work adjustment. Chapter 2 concerns goals for vocational development. Specific topics include setting appropriate goals, goal planning with the student, skill evaluation, setting individualized course goals, and carrying out an individual instruction plan. Chapter 3 focuses on unique needs of handicapped learners and discusses social functioning, classification, equipment adaptation, and employability. Chapter 4, Vocational Assessment for Program Placement of Student, considers determining characteristics of a vocational program, assessing worker traits, medical information, educational assessment, and vocational skills and work behaviors. Chapter 5 discusses structuring programs, including facilitating the learning process, supportive services, and modification of facilities. Chapter 6 gives suggestions on instructional techniques and methods, including selecting and obtaining materials and specialized teaching strategies. Chapter 7 briefly examines evaluation procedures and provides information on needs assessment and assigning grades. Appendixes include sample staffing reports, list of supportive services, sample instructional materials, and summary of Sections 503 and 504 of the Rehabilitation Act of 1973. (YLB)

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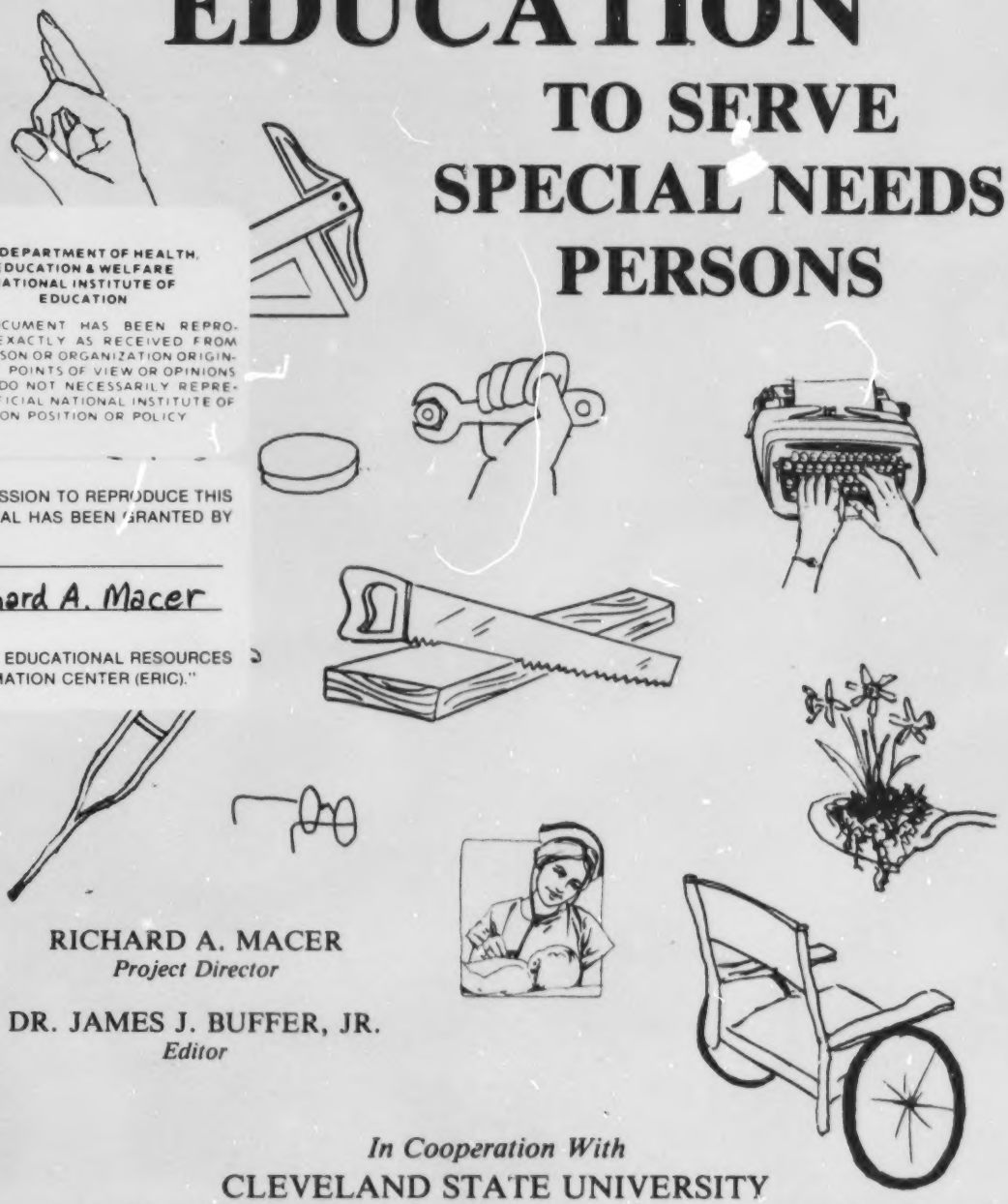
DIMENSIONS OF VOCATIONAL EDUCATION

TO SERVE SPECIAL NEEDS PERSONS



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PREFACE

The impetus to provide vocational education to all persons who may benefit from such an opportunity has broadened in scope with the implementation of the mandates of the Vocational Education Amendments of 1976 (PL 94-482) and the Education for All Handicapped Children Act (PL 94-142). These landmark pieces of legislation have demanded a focus upon the atypical student who might profit through the development of occupational skills.

The continual improvement of societal conditions is dependent upon people. Unfortunately, the natural talents of many handicapped persons have been lost because of the lack of adequate educational programs designed to serve their unique needs. The interests of business, industry, government, and the public sector of society can be served by the training and utilization of the potential human resources represented by the handicapped population.

Public education has provided services to improve the development of handicapped persons; however, these programs have been limited in their scope. Education has not examined all possibilities which would be appropriate to prepare the handicapped for their inclusion into the mainstream of society.

Vocational education has a particularly important role to fulfill in the development of persons with special needs. Given the opportunity to develop vocational skills, many handicapped persons could become more productive thus enabling their successful mainstreaming and integration into society.

> *Why should handicapped students be permitted to enroll in a vocational school? Do they really belong there? How will they be able to do the same things as the normal students? Won't they take up all of my time and keep me from giving attention to my other students? Even if a handicapped student were to graduate from a vocational school, what then? The handicapped are unemployable — aren't they?*

Vocational teachers and teacher educators have probably asked themselves these questions many times. People are reluctant to deal with the unknown. They sometimes feel sorry for handicapped children and would like to help but don't know how. Some people might feel contempt toward the handicapped or their parents. The students or their parents must have "done something very wrong" and "God is punishing them." Or, one may feel that certain handicaps are contagious, that their "ailment" may "rub off on us."

There are many myths surrounding the realities of the handicapped. One of the purposes of this guide is to identify just who the handicapped are and what they are about. Remember, with knowledge comes understanding, and from understanding, acceptance. Professionals in the field of vocational education must take this first and most important step. In Walt Kelly's syndicated comic strip, Pogo once said "We have met the enemy — and they is us!"

Vocational education personnel must develop the knowledge and skills necessary to provide effective vocational education programs for the handicapped. This handbook, DIMENSION OF VOCATIONAL EDUCATION TO SERVE SPECIAL NEEDS PERSONS, was prepared to provide vocational educators and vocational teachers with an overview of concepts, methodologies, and strategies appropriate for those serving handicapped children.

The information in the handbook directs itself to the critical issues in implementing vocational education programs for the handicapped. It is not meant to be all encompassing. Hopefully, it will stimulate teacher interest, generate discussion among colleagues, and encourage further professional study. Supervisors, administrators, and teacher educators, may wish to use the handbook as part of pre- and inservice workshops to help expand services for handicapped persons. Also, the guide should provide vocational educators with an introduction to an awareness of the unique needs and educational characteristics of persons with special needs.

INTRODUCTION

The thrust of recent legislation strongly encourages the inclusion of handicapped persons into vocational development. The general concepts of the enacted legislation have been available in the past to some special populations. However, in many of those instances the thrust has often occurred by chance or as the result of individual committment. More often broader involvement of services to the special populations have been shunted or denied which prevented any appropriate vocational skill development.

The limited participation of handicapped and special population toward meaningful vocational participation was given new impetus through the recently enacted federal legislation. The impetus of the federal legislation gave new priority to the need to reach these populations. The enactment of the Education for ALL Handicapped Children Act (PL-94-142) and the Vocational Education Act of 1976 (PL-94-482) accentuated the needed focus of services to vocationally serve the handicapped and special populations. These pieces of federal legislation directed service providers, vocational educators, special educators, and other supportive personnel to develop an effective delivery system for the handicapped and special populations.

Many service providers will need to acknowledge a role toward supporting an effective program. For those persons who provide developmental educational services to the handicapped, there is need to incorporate the development of appropriate work behaviors and an introduction to general work skills. For the vocational educator, there is need to learn of the learning characteristics of this population; develop and utilize modified teaching strategies and deliver appropriate vocational instruction. For all input services, it is important that practical and effective designs and mechanisms will be provided to enable the handicapped and special population succeed in an appropriate program.

The effective delivery and development of meaningful skill training for identified special populations will require application of new and different strategies and teaching/learning techniques. The delivery of effective programs to special population should incorporate cooperative supportive services and effective learning reinforcement processes Collectively and individually, teacher of the special population will need a close liaison and interaction to provide a meaningful program.

Appropriate vocational development will require the system to incorporate adaptations of process and procedures. Equipment, material, and models will need tc be examined for their appropriateness and the utilization needs by individual students.

DIMENSIONS OF VOCATIONAL EDUACTION TO SERVE SPECIAL NEEDS PERSONS has been developed as an introductory guide of strategies for the vocational education and others who are encouraging the integration of handicapped persons into vocational programs. It is hoped through this guide, each involved person of the local school district level will extract ideas that will enchance the opportunities possible for the special populations. It is also hoped this guide will assist those program personnel generate other appropriate process to the benefit of handicapped persons served in vocational programs.

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CHAPTER I
ORGANIZING TO PROVIDE VOCATIONAL EDUCATION FOR HANDICAPPED STUDENTS

Special education for handicapped students may be viewed as the development of programs, instructional materials and teaching techniques for students who have disabilities which prevent them from learning in regular school programs. These educational practices also apply to the area of vocational education. Educational methods and procedures, instructional programs and materials, and school plants must be modified for the purpose of individualizing programs and instruction to serve the vocational needs of handicapped youth.

Handicapped students are a diverse population who vary in their abilities and characteristics to as large an extent as the non-handicapped student. Exceptional learners are often categorized according to the nature of their handicap. The reader should bear in mind that these labels are used primarily as a guide to plan and provide for special assistance. Through careful individual assessment and evaluation techniques, programs can be designed to meet individual training needs.

The job of organizing and providing appropriate vocational education programs for the handicapped appears to be beyond the capabilities of one professional group. In the past few years, vocational educators have begun to assume more responsibility for educating handicapped students. Vocational and special educators must realize that each has a role to play in the educational process. However, all too often, these roles are not defined and, as a result, some jobs are duplicated and other go undone.

As each school district develops a plan to provide for the delivery of vocational services for handicapped students, it is important to integrate the talents of both vocational and special educators. These combined services should provide vocational programs for handicapped students that are appropriate and have the fundamental elements for success.

Need for Vocational Education for Learners with Special Needs

About ten to twelve percent of the nation's population is estimated to be handicapped. There appear to be two alternatives; one is to provide for adequate career and vocational education for our handicapped students or, secondly be prepared to accept the financial burden of welfare for these individuals.

Handicapped persons seeking employment have met with a series of barriers. Many employers have not employed handicapped workers for several reasons: architectural and attitudinal barriers, negative stereotypes of handicapped individuals, and failure to relate their capabilities to certain jobs. Since new federal regulations emphasize affirmative action in the hiring of handicapped persons, educational institutions should take definite steps to insure that handicapped students have available to them a variety of vocational programs.

Organizing education agencies to respond to recognize needs calls for the best efforts of all parties involved. There must be dedication on the part of the State Department of Education to provide leadership in bringing vocational education to the handicapped. Local education agencies must make philosophical and policy commitments if school administrators are to generate positive response on the part of instructional staff members.

Professional educators realize that vocational education occupies a unique position in providing services to learners with special needs. This recognition is predicated, in part, on the fact that vocational education enjoys the same inherent motivational forces for the handicapped person as it does for all students. In fact, it can be argued that the interest and desire to learn vocational skills is even **greater** for some handicapped students for whom career options may be reduced or, indeed, non-existent.

The need for a cooperative effort on the part of all education — especially vocational and special educators — to deliver vocational services to the handicapped cannot be overemphasized. A list of objectives which are representative of needed services includes:

1. Provide pre-vocational programs at the onset of special education class placement.
2. Develop and initiate an ongoing vocational assessment and evaluation process.
3. Provide for continued assessment and teaching of academic skills.
4. Identify competencies to be met in a variety of vocational programs.
5. Provide individual vocational counseling and skill remediation.
6. Develop a guidance referral process.
7. Develop a means for integration of handicapped students into regular vocational programs.
8. Adjust programs to meet individual needs.
9. Modify instructional techniques as necessary.
10. Promote involvement — cooperation with rehabilitation agencies, parents, civic groups, and other appropriate institutions and agencies.
11. Develop effective placement and follow-up procedures.
12. Provide continuing education and retraining opportunities.

Some vocational educators have been sensitive to the needs of special students and have endeavored to accommodate handicapped students in their classes without difficulty. However, others have experienced problems in doing so, possibly because of a lack of information relative to teaching the handicapped and/or the absence of supportive activities from other professional sectors.

With respect to these areas of special needs, vocational educators (teachers and administrators) have frequently called attention to the necessity for inservice programs for staff, factual data about learners with special needs, and other information which would serve to support staff members working with handicapped students. Recognition on the part of vocational educators that students with special needs deserve an opportunity to avail themselves of vocational education is supported by growing of public concern that provision be made for the special learner, both in the regular classroom and in a shop or laboratory environment.

A Cooperative Approach for Delivering Services

Effective vocational programming for handicapped students will depend greatly on the cooperative efforts of special and vocational educators. Also, they should work together to design a system whereby inservice training can be delivered to all vocational educators, special educators, and supportive personnel to facilitate an awareness of the unique needs of handicapped persons and their acceptance as vocational students.

"Personnel" encompasses all persons involved in the planning, evaluation, referral, and placement process of handicapped students in vocational programs. Two main factors to be considered are the **utilization of personnel** and **personnel interactions.**

One effective way to utilize personnel is to develop the Vocational Information Team Approach (VITA) as the staffing vehicle for delivery of vocational services to handicapped students. The team could have various functions and vary in composition according to the needs of individual students, required program modifications, professional and community resources, trained and dedicated staff and available leadership.

In some school settings, the services of the school psychologist, social worker, reading specialist, work evaluator, speech and hearing therapist, and other specially trained persons may be available to advise and assist vocational educators. Personnel from community agencies such as the Bureau of Vocational Rehabilitation, Crippled Children Society, or Mental Health Association may make their services available to the vocational school so that such services might be integrated into the regular curriculum. Other personnel who may also be involved in this effort are

special teachers, work study coordinators, educational and vocational counselors, rehabilitation counselors, para-professionals, parents, and students.

Regardless of the personnel involved, three basic elements are essential for effective team or cooperative efforts. They are **preservice training, inservice training,** and **team development.** Local and state departments of education, professional association, and colleges of education must provide the leadership to improve the professional preparation of personnel to serve the vocational needs of handicapped persons. Financial assistance, instructional materials, released time, and professional assistance are needed to adequately provide for the improvement of teacher competencies.

Preservice Training

Most vocational educators have not received adequate professional training in special education as part of their undergraduate teacher preparation. As a result, some teachers have hesitated to accept handicapped students in their vocational classes because of a perceived inability to adequately prepare and conduct instructional activities for students with learning disabilities. Universities must provide regular class offerings as an integral part of their undergraduate degree programs which would enable practitioners to master instructional techniques, materials, and strategies for the handicapped.

Some general objectives for preservice training are:

1. Acquire information regarding the educational and occupational functioning of handicapped persons.
2. Determine unique learner problems and strengths of those with educational handicaps.
3. Identify vocational programs as they relate to students' strengths rather than to their weaknesses.
4. Select, develop, and use appropriate methods and materials to ensure and promote occupational and educational development.
5. Critically analyze attitudes toward handicapped persons in vocational programs.
6. Identify supportive groups and agencies and plan how their services can be incorporated into student programs.
7. Provide for sequential planning and systematic development in the instructional program.
8. Utilize and integrate available community services.

Inservice Training

The objectives for the inservice training of vocational personnel would be similar to those listed for preservice education. However, inservice training would concentrate on personnel and program improvement. Inservice training programs should help personnel make curriculum revisions and plan programs. Planning together, vocational and special educators can invite resource persons from universities, schools, and agencies to present material on the vocational preparation of the handicapped. In recent years, a new resource for inservice education has become available — the Special Education Resource Center (SERRC). Sixteen of these centers are located throughout the state of Ohio to serve counties in the delivery of various services for handicapped students. (Refer to Appendix B for specific locations). One of these services is inservice training for vocational and special educators. Also, the Division of Vocational Education — Special Needs Services and the Divison of Special Education of the Ohio Department of Education can provide information regarding legislative policies, funding, staffing, instructional materials for the training of handicapped learners.

Opportunities must be made for those vocational educators who wish to change career roles and develop an area of speciality in special education, e.g., vocational

evaluation, vocational counseling, or development of instructional media. Graduate level and continuing education courses workshops, and internships must be made available to support their career development. Also, local school systems and state agencies should provide financial support and released time to enable their staff to improve professional competencies.

Team Development

Pre- and inservice training should provide opportunities for team members to upgrade their knowledge. It should also develop positive attitudes which will assist in the team approach for the education of students with special needs. The team development process should include the following:

1. Define roles to ensure maximum staff ultilization as well as flexibility in staff ultilization.
2. Provide for easy and smooth communication among team members.
3. Provide sufficient experiences for those assuming leadership roles.
4. Develop opportunities for staff interaction in such areas as individualizing instruction, scheduling, modificatian of programs and equipment, and remedial instruction.
5. Develop approaches for the effective use of para-professionals.
6. Provide for team interaction with the community.

Vocational Assessment

Many special needs students entering vocational programs should have had the benefit of a vocational assessment or evaluation, wherein formalized and standardized procedures were used to identify specific personal and worker traits and characteristics. These assessments will be especially valuable in helping to determine the most appropriate placement of students in programs and will provide the professional educator with information to be used when working with individual students.

Positive evaluation results do **not** necessarily guarantee a high degree of commitment or motivation for a particular type of training. However, the information gained through the vocational assessment should give clues to the teacher so that the best approach is used in dealing with students who have limited resources on which to draw as they learn vocational skills. Information available to instructors from the vocational assessment program may include physical, behavioral and/or manipulative limitations experienced by the student and noted by the evaluator during the assessment procedures.

Pre-vocational Experience. Some examples of pre-vocational experiences to be considered in vocational assessment are:

1. A special education program with a vocationally-oriented curriculum.
2. In-school work adjustment training.
3. Job exploration.
4. Pre-vocational counseling and guidance.
5. Vocational evaluation.

Pre-vocational assessment and adjustment are a means of introducing career awareness to handicapped individuals. It can focus attention on academics and make reading and mathematics more relevant and related to the world of work. Pre-vocational activities should focus on individual needs and help students become more aware of themselves as contributing members of society. Educational practices in a per-vocational program might include skill-building in the following areas:

1. Daily living skills.
2. Career awareness.
3. Subject matter-related career information.
4. "Hands-on" experiences and projects.
5. Interpersonal relationships.
6. Assuming responsibilities.

7. Developing physically and emotionally.
8. Development of cognitive and psychomotor skills.

Work Adjustment. There may be instances where students with special needs come to a vocational classroom after having been involved in what may be termed "work adjustment activity." Work adjustment may be viewed as a formalized effort carried on in the school setting to bridge the gap for students who have had little or no prevocational experiences. Training occurs in a specially structured vocational laboratory where students perform and progress at their individual levels.

Teachers and administrators who have students with work adjustment experience may need to avail themselves of related information regarding the student so that they can plan appropriate programs and adapt assignments to the learning needs of that student. In the absence of work adjustment-type activities and because of educational and social deprivation, students who are not accustomed to a structured work situation may need the assistance of supportive services to adequately provide for their unique needs. In any event, the instructor may need to make special provisions by modifying expected behavioral outcomes and also by rewarding accomplishments by the student.

The availability and discreet use of information obtained through prevocational assessment and work adjustment can assist educators in making necessary adjustments in instructional programs. Obviously, careful consideration must be given to the way in which confidential information about students is used in the instructional program. The assurance of non-discriminatory testing and evaluation procedures and policies to protect the confidentiality of students' records is provided by PL 94-142.

To further facilitate the child's success in the educational environment (whether mainstreamed or in a restrictive setting), the legislation dictates that an individualized written educational plan (IEP) must be developed and maintained for each student. The information derived from the prevocational evaluation and work adjustment should be used along with other evaluation data to prepare the IEP's which will be the responsibility of an educational team. The role of the vocational teacher in performing this task is discussed elsewhere in this document.

Elsewhere in this handbook is a discussion regarding the kinds of student information which may be available. Using available information to develop the best means of accommodating the needs of the individual are suggested.

Least Restrictive Environment

Vocational instructors (as well as other teachers) should become familiar with the implications of the term "least restrictive alternative" as discussed in Public Law 94-142 and Ohio House Bill 455. Essentially, the legislation suggests that, whenever possible, handicapped persons are to be educated in the "mainstream" with other children. Enrollment in special schools and special classes outside of the regular school environment should occur **only** when the child cannot achieve satisfactorily in regular classes supplemented by instructional aids and professional services.

Vocational education holds the potential for many students who have specific limitations but can develop **entry** level job skills. Therefore, in order for vocational education to respond to the least restrictive alternative concept, it must be recognized that job opportunities available as a result of vocational training cover a wide range of skill demands. Training in the building trades, for example, need not be limited to the skilled artisan but may also be directed to preparing laborers. Thus, our current patterns of vocational education curricula may need to be modified to accommodate handicapped students.

Summary

There is a long history of experience on the part of vocational educators to develop programs that respond to the needs of students with general as well as

specific limitations. It may be unrealistic to plan to mainstream every handicapped student. However, the mandates of current legislation leave educators with no choice but to accommodate students with special needs in the "least restrictive" educational environment. Vocational educators can be expected to respond to the challenge and work with other professionals to plan and provide relevant educational experiences which will ensure the vocational development of handicapped persons.

Organizing to provide vocational services to handicapped students may be one of the most important tasks undertaken by vocational educators. The group efforts of professionals to plan and conduct inservice teacher education activities as well instructional programs for handicapped youth should further strengthen vocational education. The improved and expanded delivery of vocational services to special needs students also holds the potential for bringing much satisfaction to persons and agencies associated with the efforts.

CHAPTER II
GOALS FOR VOCATIONAL DEVELOPMENT

The goals for the vocational development of handicapped students are much the same as those for any other student. An adequate vocational education program should provide all students with the necessary information and developmental experiences that can best prepare them for living in society as independent adult citizens.

The basic needs of handicapped students — deaf, blind, crippled, learning disabled, and educable mentally retarded (EMR) — are not different than those of other students. They need to develop 1) vocational skills, 2) good work attitudes and habits, and 3) personal and social maturity.

For the handicapped as well as the non-handicapped, the goal is to teach useful and marketable skills. However, the handicapping condition of a particular student may prevent him/her from developing enough competency to acquire all the skills relative to a specific job. In this case, it would be better to concentrate on those skills which can be learned in order for the student to obtain entry into the job market and function well in the job.

The skill training area of a vocational education program should be developed to meet both the physical and mental capability levels of each student. For handicapped students, this can create an awareness of their strengths, emphasize their abilities, and place them in positions where their potentials are fully realized. Awareness of job specifications lets students know what information and skills must be mastered to perform a job. It also helps educators know the skills needed when planning individual vocational programs. The sharing of the task analysis with students should be a gradual process, however, so that they are not overwhelmed with an extensive list of goal expectations.

While the major emphasis of an occupationally oriented program for handicapped students should be aimed at those social and vocational skills needed for successful employment, it must also include the kinds of information necessary for successful living within the community at large. The handicapped must be realistically prepared for adult living in the area of getting and holding a job, interpersonal relationships, consumerism, and effective citizenship.

The occupational characteristics of the handicapped seem to indicate that:

1. When properly trained and placed, the handicapped perform as efficiently as do the non-handicapped.
2. On simple or routine tasks, their efficiency often exceeds that of non-handicapped employees, and they tire less quickly.
3. On routine tasks, the handicapped evidence a high degree of job satisfaction and have less record of tardiness, absenteeism, and job turnover than non-handicapped employees.
4. Failure on the job is generally related to personal, social, and interpersonal characteristics rather than to an inability to perform assigned tasks.

Thus, when properly trained and placed, handicapped persons are able to perform a variety of job tasks successfully. The goal of the vocational educator becomes one of effective planning and teaching of the skills needed in a particular vocational area.

Establishing a Plan for Determining Goals

All students learn in different ways. Understanding the condition of a specific handicap and how it affects vocational training can provide a basis for planning a program of instruction for handicapped students. A flexible curriculum designed to meet the needs of individuals is therefore important when modifying an existing vocational program to accommodate the handicapped.

Three considerations are necessary when developing goals for vocational education of the handicapped: 1) analyze basic background information about the student, 2) set goals and criteria appropriate for the individual, and 3) determine the instructional framework which will enable the individual student to attain the specified vocational goals. As mentioned previously and espoused throughout this publication, planning programs and providing services for handicapped vocational students are often team efforts. Individual teachers must obtain evaluative information regarding the student and, with the assistance of special educators and vocational specialists, determine the appropriate educational goals and instuctional framework.

Setting Goals and Criteria Appropriate to the Individual

Although many handicapped students are able to be competitively trained with the non-handicapped in a wide variety of jobs, they are frequently treated as groups and trained for manual or unskilled positions only. Unfortunately, this practice has resulted in a waste of human potential and resources. The handicapped vary greatly in ability and personal maturity, thus reinforcing the need for well developed IEP's. Therefore, it is necessary to obtain adequate information regarding each student to help in establishing individual instructional goals.

It may be difficult to predict what can be expected of handicapped students in terms of their academic development. Past academic performance does not necessarily reflect vocational potential. Pre-vocational evaluation and vocational adjustment training have been found to be more meaningful to adequately determine an individual's potential. A vocational educator should be aware, however, than even careful evaluation can only **suggest** a student's potential, and should not be used in a way which limits vocational growth and opportunity.

Goal Planning With the Student

Tentative training goals can be developed based on what is known about students and the job market. Vocational decisions should involve students as much as possible so that they realize their abilities, and also, their responsibility to identify career goals and plan activities that affect their lives. The prospect of learning about potential job skills and employment opportunities can be exciting, and many handicapped students will be eager to learn them. The need to develop these resourceful behaviors and self-dependency appear to be desirable human traits of all persons including the handicapped.

The enthusiasm and confidence of the teacher and career planners are very important to help ensure the success of the handicapped during this critical stage of their career development. Teachers need to do preliminary planning prior to involving students in goal setting in order to present them with some cleary defined jobs, tasks, and experiences which will be completed during their vocational training.

Principle of Skill Evaluation

Specific method of vocational evaluation include the following techniques: 1) job analysis, 2) psychometric testing, 3) work samples, 4) situational approach, 5) work stations, and 6) job try-outs. These performance-type tests tend to assess technical and psychomotor functioning more efficiently than paper-pencil tests.

Specific traits should be evaluated to determine if students have sufficient prerequisite skills necessary to meet the demands of a particular training area. If a student does not possess the necessary prerequisite skills, a decision must be made as to whether the student should be trained or what alternative training, could be an option.

The following principles of evaluation summarize the factors to be taken into account during vocational assessment:

1. Vocational evaluation is future-oriented, designed to enable the assessor

to predict vocational development and behavior. Data derived from the assessment are then developed into goals set for a particular student.

2. To be effective, vocational evaluation must be conducted for each individual student.
3. Vocational evaluation should be periodic, assessing progress and the validity of prediction at regular intervals.
4. Vocational evaluation precedes the skill training process and continues until the vocational training is completed.
5. Vocational evaluation may bring into play persons from various professional disciplines. Typically, these may include a psychologist, a workshop specialist, a social worker, a physician, or a rehabiiitation counselor. Parents and students themselves may also be a part of this group.

Setting Individualized Course Goals

Several levels of planning should be considered when setting course goals for the handicapped:

1. Job goals — Avoid stereotyping handicapped persons as manual or unskilled workers. Based on assessment data, determine what skills might be appropriate for individual students. Students need to have a concrete understanding of training goals. Review the skills in which all students are trained, keeping in mind the qualities and characteristics of the handicapped.
2. Task goals — Analyze the chosen skills, specifying what task competencies are required. Do not exclude a particular job because it involves tasks which are difficult, but may be possible for the handicapped student to perform. Remain flexible and look for ways to train that are suited to the characteristics of the individual student.
3. Sub-tasks — Break each task into specific sub-tasks. Such specificity about what students must do will ensure more effective training of students. A job-task analysis is helpful if job tasks have customarily been broken down in some fashion. Teachers should be able to plan instruction based on specific work compentencies to be learned.

In setting training goals for handicapped students, decide when to emphasize skills so that emphasis can be generalized to many job situations. Decide also when to focus training on particular marketable skills. General skills, such as clean-up, care of tools, and safety procedures, can and should be taught to all students, along with the idea that these practices are to be followed in every work situation. The handicapped need specific directions and should be given experience in applying those skills learned in a particular situation to different job tasks.

Vocational training for handicapped students should involve broad, work-related objectives as well as narrow task-oriented goals. These broader goals need not be formulated in precise detail, but should be concrete and clear to the student. Discuss goals with the student, making each goal as concrete as possible.

Performance criteria should be concrete and explicit. In establishing work goals, desirable work habits, and necessary social skills, students should know how their performance will be judged. They will be much more relaxed if they know exactly what is expected, although care must be taken not to provoke unnecessary anxiety by giving the impression that grades or laboratory performance are the sole criteria for retention in the vocational program. Vague criteria may confuse students and affect their work performance. Productivity goals should be included eventually so that the student becomes aware of the time as a factor in task performance. A flexible schedule plan which allows students to proceed at their own paces until they gain skill and confidence is essential.

Carrying Out a Plan of Individual Instruction

Careful planning serves as the basis for an effective program, and will enable the teacher to make necessary modifications as training progresses. The plans developed for a program of skill training should include objective measures of proficiency, as well as observational evidence of vocational growth. Both kinds of information are important, and both can be used to modify and improve the instructional program.

Objective measures of proficiency include: 1) checklist of information and skills mastered, 2) checklist of equipment the student can operate, 3) checklist of social competencies demonstrated, and 4) progress charts depicting a student's record of performance for a given period of time.

Maintaining good records of progress enables one to judge a student's employability in terms of what employers want and need. Also, checklists such as these can be used to motivate students, since they are able to observe their own progress and are encouraged to maintain and improve their levels of functioning.

Observational Evidence of Vocational Growth

Personal observations of the student's progress are very important. Often, vocational growth cannot be measured by hard indicators such as checklists, progress charts, test scores, and grades. Other behaviors which may not be indicated on teachers' records such as maturity, judgment, self-confidence, and interpersonal skills are as important to the student and future employers as is technical skill acquisition.

Summary

Vocational goals should be structured to apply to the handicapped student leaving the formal educational system for the world of work. Thus, job requirements must be considered when developing programs. However, it may be necessary to critically analyze work requirements and programs to determine if current goals are realistic and appropriate for entry level employment. The applicability of specific program goals will vary from person to person as well as from one level of education to another. This is consistent with the developmental nature and the basic assumption of individual differences inherent in the concept of vocational education.

Finally, vocational education should develop within each student a realistic concept of individual potential for success in a job or training area of his/her choice. Regardless of the handicapping situation, each student needs to believe that he/she has some control over personal destiny. The development of a positive self-concept is extremely important, and a teacher's role is important in enhancing the idea of an improved self-image. For the handicapped student, whether the deficiency is of a physical or mental nature, emotional stability and positive social development are necessary for an increased expectancy of success. Development of goals leading to job skills necessary to meet the requirements of today's competitive employment market will more readily follow when the student has experienced success.

CHAPTER III
UNIQUE NEEDS OF HANDICAPPED LEARNERS

While federal and state legislation demand that exceptional students be placed in the most appropriate educational setting with supportive services, a vast majority of the students presently entering vocational programs have been in special education self-contained classrooms. Such segregated situations may have contributed to the development of negative feelings and behavior patterns among students. Handicapped individuals frequently tend to develop a poor self-concept which makes it difficult for them to perform adequately in an educational setting.

Social Functioning

The vocational educator is primarily involved in the instructional process with the emerging adolescent, a period of life discribed by Super (1957) as literally "growing up," becoming an adult. It is a period of constant change, uncertainty as to future goals or plans, a conflict between peer pressure and personal development, and the movement from dependence towards independence. It is a difficult transition period for the individual, family, teachers, and friends. Based upon the amount of support and guidance provided by the family, the kinds of educational programs the adolescent has available, and the guidance/counseling provided, the adolescent enters the vocational classroom totally "together," completely confused, or somewhere in between.

Self-concept is basically the way in which people perceive themselves and how they think others in the enviroment see them. This self-perceiving process has been developing from childhood and will continually envolve throughout their life. Handicapped children may believe that, since they are growing and changing, their unpleasant self-images may also change. When the adolescents' physique changes but handicaps remain, self-concepts may be drastically affected. The development of vocational skills and employment may help improve the self-perceptions and resultant social functioning of handicapped adolescents.

The vocational educator is in a position to assist the handicapped adolescent develop a **positive** self-concept through the concrete, hands-on experiences provided in vocational programs. Presumably, the exceptional student entering a vocational or occupational training program has been involved in an extensive assessment of his/her vocational strengths and limitations. This evaluation, along with student and family counseling, work related or career experiences and academic achievement level, should be summarized into an individualized educational plan (IEP). The vocational teacher, evaluator, special educator, student, and family should all be contributors and partners in preparing an appropriate IEP.

Vocational teachers have long been providing small group and individualized learning experiences in their laboratories and classes through production activities, projects, and demonstrations. The reality of the vocational laboratory and classroom being closely related to the real occupational area which the student has chosen to enter is evident to the vocational student. The vocational teacher also intergrates field trips, speakers from industry/business, films on related topics, and discussion of employment opportunities, obtaining/maintaining employment, working conditions, unions, wages and fringe benefits, and expectations for the employee (and by the employer) which add to the depth of the student's experiences.

In addition, many vocational programs have built-in field experiences or on-the-job exposure which further reinforces the skills and attitudes necessary or expected in the working world. For the handicapped student in a vocational program, these experiences may be even more valuable or necessary than for the "reguiar" student. Handicapped students need concrete and practical experiences which develop attitudes where in they can achieve success and will be employable. The vocational teacher must build on the positive **strengths** of the student, while developing strategies to overcome those weaknesses which would interfere with the student obtaining employment.

Classification of the Handicapped

Basically, there are four major handicapping areas: 1) mentally retarded, 2) sensory impaired, 3) orthopedically disabled, and 4) neurologically and learning disabled. Each of these areas will be treated separately. It should be recognized that a limited number of handicapped persons are multiply handicapped and may exhibit behaviors described in one or more of the four areas.

Mentally Retarded. There are varying degrees of mental retardation: Some people are severely retarded, some moderately retarded, and others are mildly retarded. The retarded students that vocational educators will most often be dealing with are mildly retarded or educable mentally retarded (EMR). These students have IQ's between 50 and 80 and have some degree of difficulty with school work, particularly with reading books and printed materials at their stated grade levels. Many can and do read, but at a level of comprehension lower and simpler than that of their counterparts in the regular classroom. Also, there is a deficiency in mathematical skills of EMR students, especially regarding the application of arithmetic concepts to practical situations (problem solving). Generally, the average adolescent EMR student can function at about the fourth grade level in reading and mathematics (word problem-solving) and at the fifth grade level in mathematical computation.

Many EMR students have a short attention span; it is difficult for them to sit and listen to a long, involved lecture and effectively conceptualize what was presented. These students can and do learn in a classroom or laboratory setting, especially when related technical information is integrated with practical, hands-on activities in the shop or laboratory. There have been great strides made in recent years in developing effective teaching techniques and materials that can be readily adapted by vocational educators.

Sensory impaired. Sensory impaired students fall into two categories, visually and hearing impaired. As in other handicaps, sensory impaired persons experience loss in degrees. For example, some visually impaired students can see reasonably well with special glasses, while some are "legally blind" and cannot enjoy some of the privileges of totally sighted persons (e.g., drive an automobile) even though they can see well enough to maneuver about daily (e.g., read large print newspaper, signs, and recognize people and objects). Totally blind persons rely on braille and/or audio cassettes to obtain "printed" information. Some hearing impaired persons rely on hearing aids, whereas others must read lips and/or communicate using sign language.

The needs of the visually and hearing impaired student are different from those of the EMR student. While "regular" students can adapt to different equipment or changes in the physical setting of a classroom, sensory impaired students must make drastic adjustments to cope with such changes. Therefore, certain adaptations in classroom procedures, equipment design, and facility layout are necessary and have been successfully implemented. More will be said about these topics in the section dealing with methods and strategies of teaching handicapped students.

Orthopedically Disabled. This student has some type of crippling impairment which interferes with the use of muscles or bones to a degree that a brace, cane, crutches, wheel chair, or artificial limb is necessary. The vocational teachers' biggest task may involve helping such students with personality and social adjustments. They have the same needs and drives as other youths, but often must seek alternative ways of satisfying them, depending on the extent and effect of their disabilities.

Orthopedically disabled students may generate the most sympathy of all handicapped students. Since their **disabilities** are more obvious at first glance, others tend to concentrate on those rather than on their **abilities**. A positive approach shows them what they **can** do and does not remind them of their limitations. Often, the restrictive physical environment of the work area presents more difficulties regarding the vocational training of orthopedically disabled students than does their bodily disability.

Neurologically and Learning Disabled. A learning disabled student experiences difficulty in understanding reading material or spoken messages, although they may appear physically "normal." Their intelligence is usually normal, but their information systems may be malfunctioning, that is, information is not accurately processed from their receptors (e.g., eyes or ears) to their brains. The resulting disorders in understanding the spoken or written language may appear in the areas of listening, talking, thinking, reading, or writing.

These students can and do succeed in the classroom, but usually need some special help from tutors. As with other types of handicapped children, adapting instruction to their needs is essential but not especially difficult. Sometimes, simple things like wider lined paper, cassette tape recorder, and cutting down on the amount of informatioin presented at one time on a test or worksheet will enable these students to participate much the same as regular students.

Adaptation of Equipment

It may be necessary to adapt or modify equipment to accommodate handicapped students. A few examples of adaptations include:

1. For deaf students, a signal light instead of a bell on a typewriter.
2. Height adjustment of tables or equipment for wheelchair students.
3. Magnifying lenses for students with vision impairments.
4. Braille numbers/alphabet for typewriter, calculator, or computer keyboards.
5. Weights upon the arms of palsied students to control movement.
6. Development and use of specialty jigs and fixtures when using power tools and machinery.
7. Additional safety devices on complex machines.

It would be difficult to list the varying kinds of modifications needed for each area of handicap. The vocational teacher realizes that every student is different, and that the same type of job or occupational task can vary from one company to another.

One valuable resource specialist avaliable to assist the vocational instructor is the occupational therapist. This person has training and experience in modifying materials, machines, equipment, and developing special devices for handicapped learners. Parents may also have invaluable ideas for equipment adaptation. Discussion of other personnel to be involved as instructional resources specialists is included throughout this handbook.

Employability of the Handicapped

One of the needs of exceptional students is the right and desire to be a contributor to the community where they reside. The ability to earn a living is probably the signal most valid indicator of adequate social adjustment. Employment to each individual student signifies financial independence, acceptance into adulthood, personal achievement, acceptance as a person/worker, and separation from family dependence.

Handicapped persons can also become self-sufficient, productive members of the work force if appropriate vocational training is available. For example, research indicates that graduates of EMR programs who participate in work-study programs (including vocational training) experience: 1) a higher employment level, 2) higher wages, 3) lower employment attrition, 4) more financial independence, and 5) improved occupational status when going to a new job (New, 1972, p.2).

Occasionally, modifications in the physical work and educational environs are necessary to allow the safe and effective participation of handicapped persons. Recent experiences in industry, business, and education suggest that this goal can be accomplished.

The employable handicapped population of America between the ages of 16

and 24 numbers nearly 12 million, according to the 1970 census. Up to 97% of the remaining handicapped population can be rehabilitated to the point that they can lead productive lives. Unfortunately, there are many untrue statements made regarding the employability of handicapped persons that affect their admission to training programs and subsequent employment. A few examples of these **myths** and the facts that counteract them are:

1. **Handicapped workers are more likely to have accidents.** Studies conducted by the National Association of Manufacturers, the U.S. Chamber of Commerce, and the U.S. Department of Labor have found that handicapped workers, properly placed on jobs for which they are well prepared, have good or better safety records than the so-called "able-bodied."
2. **An employer's workmens' compensation insurance rates will rise if he hires handicapped workers.** The American Mutual Insurance Alliance Company urges hiring of handicapped, assuring employers that persons with handicaps, who are properly selected and placed, make excellent employees. Their safety records are at least as good as those of other employees and, often, better.
3. **My insurance company "won't let me" hire handicapped persons.** Insurance rates are computed on the basis of experience and safety records. Insurers are among the national leaders in rehabilitation and placement of disabled workers; property-liability insurers have repeatedly pointed out the good work records of most handicapped workers. They report lower absenteeism, equal attrition rates, and slightly higher production rates for handicapped employees.

Section 504 of the Rehabilitation Act of 1973 as amended (PL 93-516) prohibits the discrimination of companies, agencies, and schools against the hiring of individuals with handicaps. (see Appendix D.) Public laws 93-380, 94-142, and 94-482 encourage and support the education of handicapped students in the **most appropriate setting.** Because of these factors, it is hoped that individuals as well as employers will realize and support the education and employment of exceptional students because of their human resource potential.

Several factors which can aid the understanding and employability of handicapped persons are:

1. Change in terminology that labels a person as different to descriptions that are more educational or diagnostic, e.g., changing "crippled" to "orthopedically handicapped."
2. Parents of exceptional children joining together to obtain services available from such agencies as the National Association for Retarded Citizens, United Cerebral Palsy Association, Crippled Children's Society, Alexander Graham Bell Association, and Association for Children with Learning Disabilities.
3. Support research efforts to determine the effectiveness of positive programming and reinforcement as well as peer acceptance.
4. Litigation cases which have resulted in court officials deciding that exclusion from regular classes or programs is in clear violation of an individuals' rights as guaranteed by the Constitution.

Through the Ohio State Department of Education, Division of Special Education, school districts can apply for work-study coordinatior units. The basic role of a work-study coordinator is to assist the special education student in preparing for the world of work. Other duties are liaison between regular and special needs vocational teachers and between special education teachers and community agencies, as well as obtain ing employment interviews and conducting follow-up when students are employed.

Summary

Based on the above information, the following assumptions regarding exceptional students and their unique needs should be considered:

1. All students are capable of learning some type of worthwhile knowledge. Intrinsic to all work with exceptionalities is the assumption that every child has the potential for making some contribution to society.
2. Students with exceptionalities are more like normal students than they are different from normal students.
3. The handicapped and disadvantaged student may have a different learning/behavior pattern which requires adaptation and positive reinforcement throughout the instructional process.
4. The majority of students with exceptionalities **can be taught** skills, knowledge, and attitudes that will enable them to function independently in an adult society. Much evidence exists to indicate that these children, generally speaking, are capable of learning skills which will enable them to be gainfully employed and to become contributing taxpayers in **their** society.
5. Instructional materials, techniques, and practices have been developed and successfully used with handicapped persons in general education classes. These instructional practices can be adapted for use by vocational educators without too much difficulty to plan, develop, and conduct meaningful vocational programs for exceptional learners.

All of the handicapped students discussed in this chapter have potential for some degree of active participation in society. These potentials can be identified and developed through the combined efforts of vocational and special education. Some may not be able to master all of the skills included in a particular curriculum because of the nature of their handicap. However, an emphasis should be placed on developing those skills within that student's capabilities.

Vocational education can become meaningful and viable for the handicapped student when the type of disability is understood and appropriate teaching-learning systems are utilized. The handicapped person can be successfully integrated into vocational programs when administrators, supervisors, and teachers are sensitized, resources are available, and they use effective means to meet the problems caused by the handicapped person's disabilities.

CHAPTER IV
VOCATIONAL ASSESSMENT FOR PROGRAM PLACEMENT

A well-organized and planned vocational program utilizes skills of professionally trained persons to establish evaluation procedures that will accommodate students with special needs in determining their interests as well as their strengths and limitations.

Depending upon the procedure followed, vocational evaluation or assessment is a process by which a trained staff is able to provide a series of observable experiences as well as paper and pencil exercises in order to develop a profile of the unique and pertinent characteristics of the student. The length of time that the student is an active participant in the evaluation process depends on the evaluation program itself. It may range from a few days to a few weeks in length because of the variety and complexity of available systems. Commercially prepared programs have been developed in response to the specific handicapped population being served and the job opportunities which have been identified in the community.

Vocational instructors should have some degree of knowledge about the evaluation process through which their students are processed. In some instances, they may assist in the procedure. Of primary importance to the vocational teacher is the information in the prepared report and the staffing which is held to discuss the use of this information. A specimen of staffing reports is included in Appendix A which will indicate the kind of information generated as a result of an evaluation in one or more of the programs operating in Ohio at the present time.

Determining Characteristics of a Vocational Program

Various methods can be employed to identify the factors which constitute the fundamental qualities or characteristics of a vocational training program. This information is essential when planning an IEP to ensure a child's successful completion of his/her vocational preparation.

One method is to use the Dictionary of Occupational Titles (DOT) to identify various job titles which represent possible employment outcomes of the training program. The DOT provides information regarding work performed, worker requirements, and clues for relating applicants and requirements in a standardized format. However, the information is usually very general and may be difficult to relate to a specific vocational program.

While the DOT procedure has value, perhaps the Observer Job Analysis method yields the most complete and useful results for vocational planners. This method requires an "outsider" (e.g., supervisor, work evalutor, or counselor) to observe the program in operation and to record certain information for program analysis.

There are four categories of information that must be described and recorded as part of the program analysis:

1. What the student in the program does (work performed).
2. How the student does the work.
3. Why the work is done.
4. Skill(s) involved in doing the work.

In the "work performed" section, a clear, concise, and factually accurate statement is made regarding the tasks performed by the trainee and the equipment, materials, and supplies actually used in the performance of that job. To clearly define the scope of the training, this section must describe what, how, and why the student does what is done.

The next factors to be considered are the basic skill requirements and work tolerance demands of the training. The skill requirements are a detailed analysis of the basic skills, i.e., manual dexterity, eye-hand coordination, sensory capacities, and motor functions required of the student to successfully perform the training tasks. Work tolerance relates to the degree that the student's performance can

depart from the ideal without significantly affecting the final product or outcome of the task.

Also to be observed are abstract components of the training. This refers to the exercise of mental processes required to do the tasks. I may be stated as the degree and continuity of thought, planning, and alertness exercised in the performance of a given operation. It includes attention span, learning rate, and retention of instruction. Other components of this factor are; 1) initiative — actions involving the use of judgment in situations which are outside the regular routine; 2) adaptability — the need or lack of need for the student to handle quick changes of assignment or to carry on several tasks at once; and 3) attention — the degree of attention necessary to perform the task safely and correctly.

Depending on job difficulty, the physical demands of a given task are of importance in rounding out the total training picture. Physical demands can be broken down into two sub-factors — frequency, how often and/or how long an activity takes place, and intensity, the energy-consuming factor of and activity.

Intensity includes a description of weight to be lifted and the distance it must be carried; body positions to be assumed; sense of touch, hearing, vision, and color vision necessary; and depth perception required to successfully complete each task.

Once the above information has been gathered, a profile can be make of that program to which the student's characteristics and abilities can be compared. This can be accomplished regardless of what method is used to gather the information and for each training program into which handicapped students might be placed.

Much information must be gathered in order to compile a complete picture of the student's interest, abilities and/or limitations, and worker traits. Some of this information is already available through the student's school record which reflects past performance and other behaviors such as attendance. In addition, current information regarding reading, mathematics and other academic achievement levels and interests should be obtained through standardized testing. Pertinent medical and psychological factors should be assessed by qualified professionals if there has been a history of problems in these areas, or if there is reason to believe there might be significant information to be gained. Parents, previous teachers, and employers can also provide input into the picture being developed of the student.

Assessing Worker Traits

Factors pertaining to worker traits, such as dexertity, coordination, mechanical ability, work planning, work attitude, and cooperativeness, can best be assessed through a formal work evaluation. The work evaluation process places the student in an environment which simulates that of the vocational training program. In this environment, the student is given tasks to perform which require the use of the tools, materials, and equipment which would be encountered in the actual training program. This atmosphere of vocational reality gives the student an opportunity to explore his/her areas of interest and, through self-discovery, to help determine the appropriateness of an initial program choice. At the same time, the process allows a trained worker evaluator to make objective observations of relevent behavior and worker traits of the student.

Once the information is available on both programs and students, a matching process can begin. The gathering of the data and the matching process which ultimately leads to appropriate program placement is a cooperative venture which involves several people. The school personnel responsible for analyzing the programs and collecting student data can include special and vocational teachers, counselors, school psychologists, program supervisors, and anyone else who has significant data to contribute. All information must be presented in a factual, easily readable format which will facilitate the comparison of the student's abilities to the program demands.

A placement conference at which school personnel present the data collected to the student and his/her parents must be held. At that time, the student and parents should be given an opportunity to react to the evaluation data and the professional recommendations.

Medical Information

There are many kinds of medical situations or problems that need not interfere with the training or employment of an individual in a vocational area. However, there are situations where the instructor or the employer needs to be aware of either required medication or physical and/or psychological limitations to be observed. For example, a person with a heart murmur might have no problem participating in an electonics training program, but might not be able to perform in a construction craft area requiring strenuous physical activity. Also, some students may need to receive medication on a regular schedule to control behavior and physical functioning. Occasionally, teachers, counselors, administrators, or school nurses are asked to store a student's prescription drugs and dispense them per a physician's directives.

Instuctors should not be assigned handicapped students whose limitations would preclude employment or where the vocational activity would endanger the health or safety of the individual student or others. Also, prescription or other drugs should not be stored by school personnel for distubution to a student unless written permission by the child's parents (or legal guardian) and physician is on file. Educators should investigate their school board's policy regarding this practice.

Educational Assessment

Specific scores on achievement tests are not necessarily conclusive indicators for placement in vocational areas. However, the functioning level in academic areas, such as reading and mathematics, is important in order to provide activities which meet the individual needs of students. There are varying levels of proficiency required for different levels of attainment in all vocational areas. For example, higher levels of verbal and numeric ability would be necessary for the person working as an auto mechanic than would be required for a service station attendant or a tire center worker. There are, of course, specific vocational programs which require a much higher level of academic achievement in order to obtain minimal levels of employability within the field.

The educational assessment process conducted with a vocational evaluation will identify specific levels of mastery within the reading and mathematics areas. It will further define limitations which need to be considered when recommending a student for a specific program. Also, it will usually identify specific areas for remedial instruction, either in the related vocational class or in academic classes in which the student will be participating.

Vocational Skills and Work Behaviors

One of the principal purposes of a good evaluation program is to determine vocational strengths in the area of manipulative skills and work behaviors. Research has shown that more persons lose jobs because of poor work behaviors than they do for lack of job skills. Vocational advisory committees continually point out the need to emphasize work behaviors as a part of the vocational curriculum. Vocational educators in selected Ohio schools have found that many students who have handicaps, particularly in academic areas, have strengths in vocational aptitudes and work behaviors. It is with this realization that placement of these students in regular programs can be satisfactory, provided that emphasis is placed on the importance of their strengths and accommodating to whatever degree possible, their limitations.

A thorough work evaluation program will identify strengths as well as areas needing improvement of observed work behaviors. Examples of some critical work behaviors which can be identified during the evaluation process are: attendance,

promptness, co-worker relationships, reactions to supervisors, need for supervision, ability to work consistently, production (speed and quality), stamina, and appearance and grooming. Information provided through the work evaluation process should assist the vocational teacher in helping handicapped students improve social behavior and improving their opportunities for success in the vocational training area.

Summary

Teachers of students with special needs who have had the benefit of vocational evaluation are in an eviable position. These instructors have the benefit of information which is rarely available to them about all students because the students have not had access to evaluation procedures. As is discussed elsewhere in this instructional guide, teachers can now focus their attention upon identified student needs by adjusting the instructional program as well as marshalling the resources of other persons or agencies.

In order to appropriately place a handicapped student in a vocational program, it is necessary to have as much data as possible on the demands of the program and to carefully compare those data with information about the student's interests and abilities. Once placement is made, arrangements must be made to minimize any disparity which remains between the two. The degree to which a program is modified must, however, be limited to that which will still allow the student to complete the training with marketable employment skills.

CHAPTER V
STRUCTURING PROGRAMS

There must be a professional relationship between the vocational unit and local industry, if handicapped students are to be placed into the working world after they have completed a vocational education program. Providing realistic work-related experiences which simulates industrial and business practices is of primary importance when developing relevant vocational programs.

Vocational teachers of the handicapped must structure instructional activities in a manner where students can progress developmentally through the program. A systematic approach to program development and instruction would enable teachers to identify, analyze, and structure work tasks thus ensuring children of an adequate presentation of information and work related experiences. Also appropriate repetition, variation, feedback, and reinforcement of instructional activities should help improve the functional level of all students. In some cases, vocational facilities may need to be modified and support services of agencies or other professional staff may be needed when structuring programs for special needs students.

Facilitating the Learning Process

It is necessary to apply sound principles and techniques that will help all students, but particularly the handicapped, easily learn vocational skills necessary for gainful and productive employment. The following are some steps which might be followed when structuring vocational programs to facilitate learning as well as instruction:

1. Classes should be structured in such a way that a student does not continually fail. Organize materials and use methods which will help students progress to attain the right answers/techniques.
2. Students should not be left in a failing situation. Teachers should assist them until success of some type is achieved. Other classmates could also provide supportive assistance.
3. An adequate feedback system should be provided, whether it be verbal or non-verbal, oral, or written. Lessons should be arranged so that immediate feedback is provided.
4. Many lessons will have to be written and disseminated, or will have to be read aloud for students whose handicaps prevent them from receiving educational messages in a manner normally used by the teacher.
5. Technical or vocationally-related information should whenever possible, be integrated with laboratory or shop activities to show immediate "application" of the information.
6. Correct responses should be reinforced, but should not be out of context with program content or the rest of the class.
7. Students who are handicapped should feel part of the total vocational class, rather than feel separate or special.
8. If the student has a handicap which might, at times, interfere with total progress of the class, the teacher and the other students should know in detail how to react so that, on such occasions, reaction will be orderly and almost unnoticed.
9. Special education tutors could provide remedial instruction regarding the mastery of related information necessary for continued progress.
10. Teachers should take advantage of assessment results to find the optimum level at which a student can work. If the material is too easy, the handicapped child will not be challenged or may not apply a best effort. If material is too hard, it will cause frustration and a negative outlook on the part of the student.
11. Positive transfer of knowledge from one situation to another should be provided, so that the student can generalize and build on previous knowledge and experiences.

12. Repetition is a very important factor and usually creates a positive momentum in the vocational area.
13. Variation of presentation of materials, plus the enthusiasm shown by the teacher will be definite factors in developing a positive classroom atmosphere.
14. Oral or written presentations should be kept to a minimum. Extensive use of hands on experiences and visual instructional media will be more effective.
15. Help students develop a sequential and simple way of correcting problems which may occur. Keep steps small and build on previously learned tasks.
16. Tasks should be kept brief, with overlearning built into each lesson.
17. Employ as many audio-visual aids as possible.

Some of the key words in the above seventeen steps are: REPETITION, BRIEF TASKS, VARIATION OF SAME PRESENTATION, POSITIVE FEEDBACK, and SHORT BUT TO THE POINT as well as PRESENTATION and DEMONSTRATION. It is interesting to note that the recommended teaching techniques for structuring a class which has handicapped students integrated within a regular vocational program are not much different from those used with "regular" students.

Handicapped students try very hard to "fit-in" and may try to cover up their limitations or misunderstandings by saying they understand when, in fact, they do not. Thus, teachers must create a working relationship with their students which will enable them to seek assistance. Also, teachers should be cautious when asking questions, so as not to embarrass those students who are having difficulty understanding or mastering a task.

Research studies indicate that handicapped students try harder and continue to grow in a positive way if they are achieving, but tend to give up quicker if they are failing. If handicapped students are to function and be competitive in the work world when they complete school, they need to capitalize on their strengths and strive to improve their weaknesses. Thus, it is extremely important to structure programs to meet individual needs and to ensure a reasonable degree of success.

Supportive Services

In most instances, more supportive services are readily available for handicapped students than for non-handicapped populations. There are more descriptive records, available test data, unique counseling services, and diagnostic records regarding abilities and disabilities. Teachers usually deal with supportive information on a handicapped student in one of two ways: 1) Some teachers feel a need to know all aspects of the student's abilities and disabilities in order to feel secure about working with that individual. These teachers generally review all available records and contacts with supportive services. 2) Other teachers do not care to examine student records or other related data, but prefer to have a brief conversation with the special education teacher or vocational placement counselor.

Some psychologists believe that information regarding a child's abilities (whether strenghts or weaknesses) tend to influence the teacher's attitude and behavior toward the child and also has an impact on the child's behavior. Therefore, it is important to think positively about a child's potential and have trust in his/her ability to progress within a specialized program.

Supportive sevices can be obtained from various governmental agencies and civic organizations. For example, the Lions Club may provide visual examinations, medical treatment, or glasses for visually handicapped children. Likewise, the Bureau of Vocational Rehabilitation should be contated for medical and psychological evaluations, counseling, and for specialized equipment which the school cannot supply but is needed to ensure successful functioning within the voca-

tional program. Other agencies providing supportive services for teachers of the handicapped are listed in Appendix B.

Each school functions a little differently regarding the utilization of supportive services operated within the school. Teachers of vocational units should become aware of their school's policies governing such services and use the available services whenever needed.

Modification of Facilities

In most instances, no major modifications of equipment or facilities are needed. People in wheel chairs do need some special changes in desks, tables, and machinery, but these problems can be worked out on an individual basis. Elevators, ramps, wall railings, wide aisles, and specially designed toilet facilities are a few examples of building changes that may be necessary to accommodate some physically handicapped students. Occasionally, a stool might need to be put in front of a machine so that the student can be at the proper height to operate the machine. A student who has poor mobility should be kept at a work station where there is more freedom and ease of movement. For the handicapped student who is **not** in a wheel chair or wearing braces, no major adaptation is usually necessary. However, it is important that safety guards and devices are installed on all machines and in good working order.

Some adaptation must be made to ensure the safe and effective use of shop and office equipment. For example, teachers have made jigs and fixtures to allow visually impaired students use power machinery and tools to manufacture products. Also, a combination flashing light and bell should be used as a signal system in the laboratory to accommodate both hearing and vision impaired children. Work stations may need to be reexamined to provide adequate safety shields on such items as typewriters, and to remove objects which may cause injury to cerebral palsied or epileptic students.

As previously mentioned, resource persons such as those with BVR, occupational therapists, industrial arts and vocational teachers, parents, and students can be helpful in modifying facilities and equipment to accommodate handicap ping conditions. These resource persons and agencies need to be challenged to help adapt physical environs to ensure the vocational preparation of all youth.

Summary

To integrate the handicapped youngster into a vocational program is not as difficult as it may appear. However, a little extra work will be needed if the student is to gain the greatest benefits from the program. The teacher should realize that the student may have limited or no previous experience in using tools or operating laboratory equipment. Thus, handicapped students may need to review the proper use of equipment and laboratory procedures throughout the year to reinforce correct laboratory practices.

The class should be kept as routine and regular as possible. Repetition, practice, feedback, and extra reinforcement should occur systematically to ensure student development and so that the teacher and students can be more aware of the students' progress.

The rewards gained from helping handicapped students to succeed will be well worth the extra effort and time spent in developing a curriculum which will meet special needs. Teacher who do accept handicapped students should not have to work out problems alone. There are supportive services within each school district which are available to aid teachers develop a successful program for students with special needs.

CHAPTER VI
INSTRUCTIONAL TECHNIQUES AND METHODS

The growth of special education in the past century has resulted in a vast number of instructional techniques and strategies developed specifically for the instruction of handicapped students. Some of these techniques have been ineffective but, by the same token, others have been instrumental in providing meaningful and effective educational programs for special needs learners.

The first part of this chapter encompasses a survey of implications for providing instructional media and materials for the handicapped within the context of vocational education. The remaining section provides information relative to specialized teaching strategies for the handicapped. This chapter is intended as a practical approach for those vocational teachers and teacher educators involved in mainstreaming the special student. Additional resource information may be glemed from the list of selected references included in this guide.

Selection of Curriculum Materials

The teacher of special needs students can enhance the educational process through the selection of appropriate curriculum materials to meet the unique needs of individual students. There are seven general points to consider in evaluating curriculum materials for classroom usage. These factors, often overlooked to the detriment of the student, apply to the selection of all curriculum materials. However, their importance is particularly critical for the special needs student.

1. **Ideal curriculum materials are written at a level the student can comprehend.**

Handicapped students often have academic deficiencies in the area of reading. While standardized reading tests offer the teacher important information, the score may reflect the student's frustration level rather than an ideal instructional level. For example, if an eleventh grade student is reading at the eighth grade level (8.0), the teacher may need to select (or prepare) instructional materials for the classroom written at the 7.0 level and assign independent materials written at the 6.0 level. Reading materials above those levels might contribute to the student's frustrations and failure.

2. **Ideal curriculum materials include rationale statements explaining the importance of the subject matter.**

People generally retain information they perceive as interesting and important and forget the information that they find irrelevant. Teachers cannot always assume that students share their perceptions regarding the significance of the subject matter.

Vocational teachers are fortunate in that their subject matter relates directly with actual situations in the world of work thus lending some credibility to the subject matter. However, introductory statements and a rationale for the lesson can reinforce the student's awareness of such relevance.

3. **Ideal curriculum materials include objectives that are made known to the student and stated in behavioral terms.**

Students tend to succeed better when they know what is expected of them. This is especially true for many special needs students who often have difficulty understanding what is expected, following directions, and/or completing a task. If the objectives are publicized in advance and are clealy stated, the teacher and student have a common reference point on which to coordinate their combined efforts.

Objectives that are clearly stated and made known to students place greater responsibility for learning on the student. Ambiguity is no longer an acceptable excuse for rejecting the consequence of one's actions. The student begins to "earn" grades and the teacher stops "giving" grades.

4. **Ideal curriculum materials include adequate pre-assessment materials.**

Slow learners are not poor learners. All students, regardless of their handicaps, have mastered some of the prerequisite skills for employment in any given occupa-

tion. Pre-assessment materials are a vehicle for the identification of previously mastered skills. They also provide students with valuable feedback regarding their current levels of performance.

5. **Ideal curriculum materials are designed for sequential and logical development.**

After years of research, educators have come to the conclusion that learning takes place by relating new information and skills with previously learned information. Sequential teaching simplifies the learning process. Thus, activities should be identified, structured, and sequenced to enable students to build upon previous learning experiences.

6. **Ideal curriculum materials include a variety of learning activities for each instructional objective.**

Individuals vary greatly in learning style and speed. Some students learn best working alone while others prefer small or large group instruction. Some students are excellent readers or adept listeners, while others learn best through observation, imitation, or active participation.

Variations in learning activities allow the students to progress at their own rates, utilizing their particular strengths and learning styles. Thus, the same concepts or skills may be taught utilizing more than one instructional technique and strategey.

7. **Ideal curriculum materials include short-term post assessment activities.**

A common question posed to a teacher is, "How am I doing?" Usually the present effort correlates well with other recent successes or failures.

Short term assessment activities provide valuable feedback for the student and teacher. Students generally enjoy these activities since it is relatively easier to retain information over shorter periods of time. Success adds to the students sense of accomplishment, and confidence in facing future tasks.

The above suggestions are important considerations when selecting and evaluation instructional materials for handicapped learners. As the reader is probably aware, commercially available materials often fail to meet all seven criteria. Teachers must continually revise and supplement commercial materials for use in the classroom by developing their own materials. Hopefully, resource personnel and vocational specialists will provide the vocational teacher with professional assistance in developing and modifying instructional materials to make them appropriate for special needs learners.

A sample self-instructional module is included to illustrate how these suggestions may be utilized when developing supplemental instructional materials for handicapped learners. (see Appendix C.)

Obtaining Instructional Media and Materials

The federal government has provided large sums of money for the support of a media and materials network for the handicapped. In addition to the Instructional Materials Information Center (NIMIS), the national network includes thirteen Area Learning Resource Centers (ALRC's) and four specialized offices. (see Appendix B).

State education agencies have utilized federal and state funds to establish Associate Special Education Instructional Materials Centers (ASEIMC). Sixteen regional resource centers have been established in Ohio to provide assistance to local education agencies in evaluation, selection, and development of special education instructional materials, media, books, and other supplies. The centers also provide inservice training related to the selection and utilization of instructional media and materials (see Appendix B).

Additional services are available through four specialized offices (see Appendix B). One of these offices provides relevant information for the blind and visually im-

paired. Another deals with information regarding hearing impaired individuals. A third specialized office deal cognitive learning and other handicapping conditions. The fourth office is, in a sense, a depository which maintains media and materials for loan to teachers, parents, and students.

Vocational educators should make use of the professional services available from the instructional materials and media centers located in Ohio. Administrative staff of the regional resource centers are anxious to learn of the professional needs of teachers so that appropriate inservice workshops and materials may be provided. Each vocational center should have a liaison with their regional center.

Specialized Teaching Strategies for the Handicapped

As repeated throughout this handbook, concern for individual differences should be of major concern when devising specialized teaching strategies for the handicapped. Teachers should view the "total" child and tailor subsequent teaching strategies to meet the unique needs of each learner. Effective teaching strategies should focus on residual abilities as opposed to disabilities. For example, most visually-impaired youth can hear and most hearing-impaired youth can see. It is this idea that should be the basis for devising specialized teaching strategies.

The absence of first-hand knowledge calls for the provision of vicarious supplementary experiences. Vocational educators are usually at an advantage in this respect since they can provide more concrete, first-hand learning experiences than can other disciplines. However, when it is not possible to provide actual "learn-by doing" experiences, other strategies must be employed in conjunction with written materials. As mentioned earlier in this handbook, instructional media and materials have been considered an effective and efficient means for providing many of the concrete learning experiences which students require (Withrow and Nygren, 1976). The need to supplement learning experiences with instructional media and materials are particularly critical in the education of exceptional children (Kirk and Johnson, 1972; Williams, 1965).

It would not be realistic to outline specific areas of exceptionality. Rather, only general factors are discussed as they relate to various specialized strategies. Each area of exceptionality is examined in terms of specialized teaching strategies of a general nature that have been successful.

Visually Handicapped. The main concern for visually impaired students is to help them function in the "seeing" world. Therefore, the major teaching strategy should be geared towards helping the student to cope with the existing environment rather than trying to make drastic changes in that enviroment. Instruction for the totally blind student focuses on conceptual learning conveyed through the other senses.

The major problems experienced by visually handicapped students are psychological. Therefore, teaching strategies that focus on helping blind students care for themselves should be used most. Cassette tapes, talking books, raised maps, and braille are all teaching devices to use with vision impaired students. For students with limited vision, materials should be prepared or obtained which use enlarged letters and numerals.

Two recent technological developments for the visually-impaired include a close-circuit television magnification system and a compressed speech cassette tape recorder. The cassette tape player has an adjustable speed control that allows students to obtain recorded information during a reduced period of time. The closed-circuit magnification system incorporates a television camera and television set to enlarge the text copy of printed pages. Both devices have greatly improved the assimilation of printed and spoken words thus expanding the knowledge base of those with visual handicaps.

Corrective lenses should be worn by those students for whom they have been ef-

fective. Also, special magnifiers and reading lamps should be made available at work stations for the partially sighted students.

Hearing impaired. Since these students have problems sending and receiving messages, the major problem associated with them is communication. There are three schools of thought regarding the way to teach hearing impaired students. The first method employs the use of sign language. The second uses an oral approach with lipreading as the major thrust. The third method, and growing in popularity, is the total communication system which combines the oral approach with signing.

Like the visually handicapped, those with hearing difficulty also have psychological problems based on the dependence often developed by the student as a result of family attitudes. Intervention teaching strategies that foster independence should be employed whenever possible. Captioned films, printed masters, film loops, transparencies, and other visual teaching aids should be a major part of the methodology used with hearing impaired students.

It is also imperative that hearing aids be worn by those students who can profit by their use.

Mentally retarded. This is the group that probably could benefit most from vocational education. A number of successful vocational programs have been conducted for the educable mentally retarded (EMR). Programs for the trainable have generally been patterned after a sheltered workshop model. Programs for the retarded should be more vocational and adaptive than academic, with "job-related" information taking precedence over academics.

Any teaching strategy that aids the retarded learner in the development of personal and social skills should be used. One effective technique is the use of concrete rather than abstract learning experiences. Learning is more meaningful for retarded students when they are engaged in hands-on experiences instead of situations that demand abstract reasoning skills. When abstract reasoning skills are required, they should be geared to a low level of mastery in an effort to prevent frustration on the part of the learner.

Since the academic achievement of EMR adolescents is generally limited to the third through fifth grade levels, care must be taken when selecting and developing written instructional materials. The special education tutor or vocational resource specialist should be able to help vocational teachers develop suitable instructional materials and provide remedial tutoring in work-related reading, mathematics, and measurement skills.

Physically handicapped. The nature and severity of the handicap and the residual abilities of the learner have direct implications on the degree to which major modifications will have to be made in the physically handicapped students's environment. Residual abilities as they relate to intelligence must also be taken into account. It is quite possible that minor changes in the learner's physical environment might remediate any potential learning problem. An example would be to use machines and tools that they normally could not use. The use of ramps, handrails, special tool carts, modified power tools and machines, specialized safety guards, and similar modifications can help eliminate some of the barriers to learning for the physically handicapped. Enterprising teachers and students may invent and produce new apparatus which would better accommodate the physcially handicapped in the laboratory.

Vocational educators may also draw on outside sources for help in this area, such as volunteers who would help the handicapped to get around certain problems in the classroom. In addition, new devices which can help the physically handicapped student, such as adjustable chairs are now commercially available.

Other Suggestions

Some helpful strategies to be used with students with any type of handicap are:

1. Organize individual folders for students and place in them a checklist of assignments or directions for completing work. Students can then report to class, pick up their folders, and immediately begin work. Individualized assignments can be varied by small or large group instruction and demonstrations, depending on the stage the students have reached in their work.
2. Develop an individualized progress form for each student. This would provide the student and teacher with immediate and continuous feedback regarding student progress.
3. Use a "buddy system." Pair an inexperienced and experienced student, or a handicapped and non-handicapped student. Peer teaching has proved mutually effective for many different learning tasks.
4. Each piece of shop equipment or tool should have posted near it a numbered step-by-step list of directions for operation. This could be developed and printed by students in language clearly understood by the calss members. Illustrations depicting the correct use of the equipment would be helpful. The operating directions which may have come with purchase of the equipment may not be detailed or explicit enough for handicapped students.
5. For learning names and uses of small tools, different sizes of nuts and bolts, or sizes of nails, students and teacher could develop a reference card catalogue. On each card would be taped a sample nail or bolt, or a clear picture of the tool or nail. Shop inventory can also be kept on these cards.
6. Use field trips to further illustrate classroom experiences.
7. Simplified workbooks and texts, multi-media kits, large print books, and other specially designed materials are useful for teaching certain handicapped students.

Summary

Teachers have long recognized individual differences in learning abilities of their non-handicapped students, these differences may be quite pronounced, so that even further and more drastic modifications must be made. For example, it may be necessary to use sound rather than visual signals on some devices. Sound amplification may be required, hand controls may need to be added to machines, or special work tables may need to be designed. Simplified equipment, instructional guides, and manuals may be used. Flexible scheduling of program entrances and exits may meet individual needs more adequately. Training programs may be geared toward **entry** level occupations rather than traditionally highly skilled industrial and business areas.

Regardless of the handicap, the educational goals of the vocational educator working with the handicap should emphasize satisfactory work adjustment. This would provide the handicapped student with a feeling of what it is like to be involved with other people in social and business interactions typical of the world of work.

Labeling students and separating them into diagnostic catergories is not an effective means of assessing work potential. There are greater differences between attributes or characterisitcs of handicapped students within the same diagnostic catergory than there are similarities (Merachnik, 1970).

There have been many behavioral approaches to teaching handicapped learners, such as behavior modification, directive teaching, and crisis intervention. It is advisable that teachers be sufficiently prepared in the use of these approaches in order for them to be effective strategies.

CHAPTER VII
EVALUATING STUDENT PERFORMANCE

The key to any evaluation and grading process, particularly with individualized instruction, is to identify: 1) what is to be learned, 2) how well it is to be learned, and 3) how the achievement is to be measured. For maximum learning, every student should know what he/she is to learn and when it has been successfully learned. For effective evaluation, the teacher should be able to identify and have a method to record what a student has learned to do and what level of proficiency has been achieved and maintained consistently over a designated period of time.

There are numerous methods of evaluating student performance. The purpose of this chapter is to briefly examine evaluation procedures and provide information about:

1. attainment of student and program goals based upon objectives, checklists, and skills;
2. confirmation of skill attainment by job checklist and job placement;
3. recycling students for remedial training; and
4. assigning student grades.

Needs Assessment

A needs assessment approach to evaluating student and program goals for handicapped students has seven elements: 1) major educational goals, 2) standards of achievement necessary to reach the goal (objectives), 3) current program status (existing needs), 4) description of specific learning problems and expected outcomes, 5) cause (rationale for problem and expected outcomes), 6) strategies for accomplishing objectives, and 7) evaluation of outcomes.

Goals refer to the particular outcomes which students and programs are expected to have. Objectives are statements of intended outcomes, stated in terms of the precise behaviors which should be manifested before the objective can be attained. There are four distinct parts to a well-stated, measurable objective:

1. It is stated in terms of the person behaving.
2. It specifies an observable behavior, one which can be counted, measured, or otherwise verified.
3. It specifies the important conditions under which the behavior must occur.
4. It specifies a minimum level of acceptable performance.

Program objectives for students in vocational programs should center around: 1) coordination of student adjustment to program and classroom, 2) curriculum, 3) counseling, 4) remediation, 5) graduation, and 6) job placement.

Current status of the program should indicate student achievement, performance levels, strengths, and weaknesses. This description of student performance status and needs should apply directly to the program objectives. One way of evaluating this relationship is by using a checklist.

Properly constructed, checklists are useful tools for:

1. obtaining information about student attitude, performance, and production.
2. determining student need and structuring learning experiences;
3. evaluating teacher performance; and
4. planning parent-teacher conferences.

There are six steps involved in constructing a checklist:

1. Specify and succinctly describe the appropriate product or expected dominant student behavior.
2. List the important concepts, behaviors, or characteristics inherent in step one.
3. Develop a list of common and uncommon behaviors related to step two.
4. Arrange the list in a sequence or order (e.g., minor to severe intensity).
5. Provide a way to use the list.

6. Check for reliability by involving another observer or evaluator.

An assessment of job readiness and subsequent placement can result from teacher-devised checklists, tests, and records, or from standardized tests such as the Kuder, Ohio, Gordon, or Geist occupational inventories. Special educators and guidance personnel can provide assistance in the selection, development, and use of these instruments.

A systematic analysis of program status by objectives and student needs can provide the basis for structuring individual student objectives, developing a rationale for remedial instruction, and selecting appropriate methods and strategies to accomplish desired objectives. The combined results of the checklist analysis should give the instructor some indication as to expected and actual levels of student performance. This information may then be taken into consideration when determining student grades.

Assigning Grades

Instructors attempting to individualize or modify instruction to meet the needs of handicapped students must determine how they will assign grades to the students. Should the same criteria be applied to all students or should different standards be adopted for special needs learners?

Several problems might occur as the result of using different grading standards for individual students:

1. Classmates might notice the difference and challenge the grading process. Parents may get involved and might criticize what they view as unfair grading procedure.
2. If students master fewer skills and competencies, but still have an "A" or "B" on their records, potential employers may be misled in hiring graduates of the program; skills of students might not meet employer expectations. In fact, it might discourage further hiring of students by that employer and thereby be detrimental to the program and future students.
3. Students who may already have an unrealistic view of their skills and abilities may perceive him/herself as an auto mechanic when only a few basic or general maintenance skills have been learned.

On the other hand, negative effects of using the same standard grading procedure that builds in failure for some of the handicapped can also be identified. Failure, and particularly grades indicating failure, can have damaging effects on handicapped students who already have varying degrees of insecurity and low self-image. For example:

1. Hard work followed by little or no positive reward or feelings of accomplishment may quickly reduce student motivation.
2. Negative feelings of self may be reinforced thus reducing incentive for participation and success.
3. Absenteeism may steadily or sharply increase.
4. Physical or psychological withdrawal may occur.

These appear to be valid concerns on the part of instructors and problems which they will be confronted with when handicapped persons are included with regular students.

There is an alternative to this grading dilemma, and the grading process need not be an insurmountable barrier to the instructor attempting to meet the needs of handicapped students through individualized or modified programs of instruction. Perhaps it would be helpful if handicapped students do not attempt to complete the total program (i.e., master all of the behavioral objectives) during the regular time period, but enroll in limited sections of a program while keeping the instructional intent of the program (entry-level job skills) intact. Vocational educators must be willing to be flexible regarding specified time requirements for a given program area. It

may be necessary and profitable for some students to spend additional time to complete training requirements. Also, it might be appropriate to identify other job options which require limited mastery of information and skill within given program areas to meet the unique needs of some handicapped learners.

Competency-Based Grading

A competency-based grading standard can be used to indicate the progress of any student. It shows students what they have accomplised, indicates to the instructor the need for reteaching or further practice, and tells the employer exactly what skills students possess and at what levels they can produce.

Using course curriculum materials and knowledge of the demands of job outcomes as bases, the instructor can use the following guidelines to develop a competency-based evaluation program:

1. ESTABLISH A TENTATIVE VOCATIONAL GOAL FOR THE STUDENT.
   Usually, a student has some goals in mind when enrolling in a program. Handicapped students who have been through pre-vocational assessment may already have established goals. In either case, the instructor and student review the students' aspriations and confirm a feasible, if tentative goal, for the student to work toward.
2. IDENTIFY THE COMPETENCIES TO BE LEARNED IN A SEQUENTIAL ORDER, ALONG WITH THE LEVEL OF PROFICIENCY AND SPEED TO BE ACHIEVED AND THE EVALUATION MEASURE TO BE USED.
   It is important to remember that the outcome of any program is entry-level skill. There must be a nucleus of skills learned which constitute a marketable product. When identifying skills, instruction should begin with the skills and knowledge which students must possess to successfully perform a job. Emphasize necessary and attainable skills first.
3. DETERMINE A BASE STANDARD.
   An average amount of learning ("C" grade) should be identified for each marking period; other grades can be arrived at in relative terms of greater or lesser degree of achievement. This is a modification of the contract process and provides a similar evaluation base for all students, varying only in the number of skills and/or the level of proficiency required for the specific job outcome. The letter grade should then indicate the proficiency of the students to master the new learning tasks assigned. All students do not come out of programs with the same skills and proficiencies. Setting a base standard in advance assists students in progressing toward their potential levels of proficiency without experiencing repeated failure.
4. PRESENT THE INSTRUCTIONAL PLAN TO THE STUDENT WITH COMPLETE OPENNESS AND DIRECTNESS.
   Students will perform better if they know where they are going and can be successful on completing smaller steps toward a larger goal. These small steps are particularly helpful in keeping a handicapped student motivated and encouraged to keep trying harder. Review the plan frequently to keep students on target. Be flexible; make changes to increase or decrease objectives when indicated.
5. ESTABLISH A SIMPLE SYSTEM FOR MAINTAINING A RECORD OF THE STUDENT'S PROGRESS WHICH CAN BE SHARED ON A REGULAR BASIS WITH THE STUDENT RATHER THAN ONLY AT THE END OF A SPECIFIC GRADING PERIOD.
   Assist the student in evaluating his/her own progress. There are many useful ways of recording progress which are already being used in vocational education. When selecting a system, keep in mind that it requires

time to maintain and that it should be readily translatable to a grade in accordance with school or district policies. The system should be usable with all students, to confirm skills attainment, to recycle students through a reteaching process, and should include an evaluation of work-related attitudes as well as task-related knowledge and skill proficiency.

Grades generally signify to the potential employer what students know or what tasks they are able to perform. Perhaps what should be important to the vocational student, instructor, and the potential employer is not so much the awarded grade as what competencies have been achieved and at what level of proficiency. For example, the student can repair leaking faucets by selecting and replacing faucet washers correctly everytime (100%); or the student will be able to identify and correctly use 23 of the 30 tools commonly used by electricians. Thus vocational educators might consider placing a lesser emphasis on assigning conventional letter grades and evaluate students based on their attainment of specific job-related competencies of proficiency mastered during a given period of time.

Summary

Proper evaluation can help set the stage for student identification, analysis, educational plans, remediation, attitude and skill confirmation, graduation and job placement. Thus, careful evaluation of the student who may have sensory deficits, behavioral disorders, learning disabilities, or physical handicaps, is necessary if exceptional learners are to benefit from work-oriented programs and experience job placement.

Evaluating a handicapped student on an individualized or modified program does not have to pose a dilemma for the instructor. Evaluation of all students should be based on the progress they are making toward achieving the skills and knowledge needed to successfully perform the entry-level job for which they are training. This takes careful planning and knowledge of curriculum goals inherent in the vocational training program.

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APPENDIX A
STAFFING REPORTS

SPECIMEN I
REFERRAL FROM OCCUPATIONAL WORK ADJUSTMENT

SPECIMEN II
REFERRAL FROM SPECIAL EDUCATION

APPENDIX A SPECIMEN I

EVALUATION REPORT
SKILL CENTER
FEBRUARY 23, 1977
CONFIDENTIAL

Student's Name XXXXXXXX* Age: 15 Date of Birth: XXXXXXXX*

Social Security No. XXXXXXXX Home School: High School

Parents XXXXXXXX Address: XXXXXXXX

Previous Program: Occupational Work Adjustment

Evaluation Technician XXXXXXXX

BACKGROUND INFORMATION

Referral reason was "concern over her next three years of schooling". XXXXXXXX had a medical problem which affected her coordination and speech.

WORK HISTORY

Teacher's Aide — High School—grade papers, dust shelves, prepares bulletin board and straightens room.

Library Aide — Jr. High School—place books on the shelves using classification numbers, checked out books and dusted.

Kitchen Helper — Jr. High School—washed pots and pans.

EDUCATIONAL ASSESSMENT

A. Woodcock Reading Mastery Tests (Form A and B)

Subtest	Easy Reading Level		Reading Level Score		Failure Reading Level	
	A	B	A	B	A	B
Letter Identification	4.1		6.2		12.9	
Word Identification	8.6		11.8		12.9	
Word Attack	3.5	4.4	4.9	6.7	8.1	12.9
Word Comprehension	1.9	3.2	2.4	4.4	3.0	6.6
Passage Comprehension	3.8	4.7	5.0	6.2	6.5	8.4
Total	4.0		5.1		7.5	

*XXXX—Name and confidential information deleted.

Observations;

During the administration of the test, XXXX seemed very upset when she did not know an answer. She would look down and put her chin in her hands. When she began experiencing difficulty, she did not have an answer for a number of the questions. When talking with XXXX, she admitted she was nervous and gave up easily. She did seem to respond to encouragement. Because of these behaviors, the last three sub-tests were re-administered three weeks later using Form B and her scores showed a definite improvement.

XXXX is good at the decoding and syllabication of words. She does sometimes confuse the short and long vowel sounds. Her word comprehension was considerably lower than her other scores. XXXX enjoys reading and expressed confidence in her ability to read. She is presently reading Black Beauty and Happy Days.

B. Diagnostic Math Test —The Diagnostic Math Test is an informal assessment tool which is used to identify specific areas of weakness in skill development.

Mastery: Mastery indicates the student has scored at least 80% accuracy on the task.

1. Addition and subtraction of multi-digit number with and without regrouping.
2. Addition of decimals.

Review: Review suggests the student has some understanding of the task, but has not reached the Mastery level.

Weaknesses: Accuracy of less than 60% is regarded as a weakness.

1. Division of multi-digit numbers.
2. Fractions.
3. Subtraction and multiplication of decimals.
4. Measurement to 1 inch.
5. The change making process.

Observations;

1. Tends to be careless in math.

VOCATIONAL ASSESSMENT

A. **Interest**

1. Immediate: Return to O.W.A. class.
2. Future: Attend Skill Center starting September, 1977.

B. **Strengths:**

Has the potential to perform arithmetic operations and report on or carry out a prescribed action in relation to them.

Has the ability to attend to the needs or requests of people or animals or the expressed or implicit wishes of people. Immediate response is involved.

Shows a preference for activities concerned with the communication of data, involving business contact with people, and/or working for the presumed good of people.

Can adapt to situations that require dealing with people beyond giving and receiving instructions.

Hygiene, grooming and dress are acceptable for people related jobs.

Appears to be working at an energy level which is within her abilities.

Was able to integrate with co-workers and established new friendships. She did have one conflict caused by her not having sufficient maturity to handle a difficult situation.

Asks for help when she encountered a work problem.

Seems to have the physical capacities to perform the duties required of Nurse's Aide or Distributive Education.

C. **Limitations:**

Needs to improve in her ability to understand the meanings of words and to use them effectively.

Needs to improve in her ability to perform arithmetic operations quickly and accurately.

Needs to learn how to adapt to situations requiring the making of generalizations, evaluations or decisions based on sensory or judgmental criteria.

Needs to learn how to adapt to performing under stress when confronted with emergency, critical, unusual, or dangerous situations.

Works at a very erratic work pace. This seems to be caused by lack of knowldge of how to work.

Needs to learn safety procedures of how to lift heavy objects.

Gets upset and nervous whenever she is closely supervised.

Does not organize her work so that she can work in an effective or efficient manner.

Does not follow verbal or written instructions very well. This seems to be caused by inattentiveness.

RECOMMENDATIONS

A. **Educational:**

1. XXXX needs to review the short and long sounds especially the C-V-C, double vowel, and final "e" rules.
2. XXXXshould be questioned about her readings to encourage comprehension.
3. She should work on adding new words to her vocabulary.
4. Her independent reading should be encouraged and she should be given more difficult independent reading materials.

Because XXXX is interested in the Institutional Aide program, she should learn: liquid measurement in ounces, lineal measurement to 1/8"accuracy and estimations (i.e. 1/2 full). XXXX needs to review the multiplication and division facts and processes. She should also learn the change making facts and processes needed in everyday life.

B. **Vocational:**

1. Return to O.W.A. and continue different work experiences.
2. Return to Penta Skill Center in September, 1977 for training in Institutional Aide.

_____ School Psychologist

_____ Vocational Evaluator

APPENDIX A SPECIMEN II

EVALUATION REPORT
SKILL CENTER
MAY 31, 1977
CONFIDENTIAL

Student's Name XXXXXXXX* Age 15 Date of Birth XXXXXXXX*

Social Security No.: XXXXXXXX Home School High School

Parents: XXXXXXXX Address: XXXXXXXXX

Previous Program: Special Education

Evaluation Technician: XXXXXXX

BACKGROUND INFORMATION

No referral reason was stated. The home school rated all of her behaviors as acceptable or strengths.

No stated medical problems. The results of both vision and hearing screening suggested need for additional examination. Vision both at far and near point is poor and probably needs correction before substantial learning can take place. Student also exhibits certain speech problems.

WORK HISTORY

Has worked as a teacher's aide at her home school. Observed strengths and weaknesses were "always willing to try — dependable eager to try — too loud sometimes".

EDUCATIONAL ASSESSMENT

A. Woodcock Reading Mastery Test From B

Subtest	Easy Reading Level	Reading Grade Score	Failure Reading Level
Letter Identification	3.4	4.3	12.9
Word Identification	2.2	2.4	2.7
Word Attack	1.0	1.2	1.4
Word Comprehension	1.5	1.7	2.0
Passage Comprehension	2.0	2.4	2.9
Total	2.0	2.3	2.6

*XXXX—Name and confidential information deleted.

Observations:
XXXX states that she did not enjoy reading and never read independently. She frustrated easily on moderately difficult tasks and quickly gave up as a result. She complained at numerous times about not being able to see. XXXX exhibited very little knowledge of phonics and has a minimal sight vocabulary. The alphabet letters could be named, but the various sounds had not been mastered.

B. Diagnostic Math Test — is an informal assessment tool which is used to identify specific areas of weakness in skill development.
MASTERY: Indicates the student has scored at least 80% accuracy on the task.
1. Addition and subtraction of multi-digit numbers.
2. Addition of decimals.
3. Basic money facts.

Review: Suggest the student has some understanding of the task, but has not reached the Mastery Level.
1. Multiplication facts.
2. Changing fractions to equivalent forms.
3. Multiplication of fractions.

Weaknesses: Accuracy of less than 60% is regarded as a weakness.
1. Division facts.
2. Multiplication and division processes.
3. Addition, subtraction and division of fractions.
4. Subtraction, multiplication and division of decimals.
5. Linear measurement to 1/16 inch accuracy.

VOCATIONAL ASSESSMENT

A. **Interest:**
1. Immediate: Printing
2. Future: Graduation and full-time work

B. **Strengths**
May have the potential to start, stop and observe the function of machines and equipment. Involves adjusting materials or controls of the machine. Little judgment is involved in making these adjustments.
Has average ability (when compared to other students within her age group) to coordinate eyes and hands quickly and accurately, to move fingers to manipulate small objects, and to use hands easily and skillfully.
Showed adaptability to perform repetitive work, or to continuously perform the same work, according to set procedures, sequences, or pace.
Works at an energy level commensurate with her abilities. Once XXXX begins work she presents the appearance of a highly motivated worker.
Works at a consistent pace within a task.
Accepts all types of supervision but works best when given instructions and then left alone. She likes attention and will spend supervisors' and her own time arguing procedure rather than working.
Follows rules and safety procedures once she understands that they will be enforced.

C. **Limitations**
May need to improve her ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space.
May need to improve her ability to percevie pertinent detail in objects or in pictorial or graphic material.
Grooming and hygiene is unacceptable for vocational and academic classrooms.

Becomes upset very easily and demands attention when she becomes upset. No real pattern was established for her. She became upset over almost anything that was a change of routine. What upsets her the most is not being informed and allowed some choice in the decision.
Is not quality oriented and has difficulty (maybe because of vision) producing acceptable work on anything but simple Handling (Handbook for Analyzing Jobs, p. 83) tasks.
Does not have negative reaction to unpleasant tasks but verbalizes negative reaction to clean-up tasks. XXXX views any situation as unpleasant unless she has had some voice in the decision.
Consumes an enormous amount of the supervisor's time. XXXX seems to need a lot of attention. She will argue with and complain to the supervisor. She will verbally defy and argue until supervisor gives her an either-or situation. XXXX states she does not do anything she does not want to, but she takes commands much better than she does suggestions.
Does not arrange her work in order so that she may function in an effective manner.
Does not follow verbal instructions which involved several variables.
Physically she appears capable of handling medium type work, however, she complained about lifting boxes weighing less than 30 pounds.
In working with XXXX, this Evaluator found that although XXXX was verbally loud, argumentative, and generally disagreeable, she was easier to work with when she thought that I was upset with her. This, of course, was at the end of Evaluation when rapport had been established.

RECOMMENDATIONS

A. **Educational:**
1. Placement — Special Education classes of:
   (a) Communciations Skills
   (b) Math
   (c) Placement Preparation
      i. Independent Living Skills I
      ii. Self Care
2. **Academic:**
   (a) Emphasis in Communications should be on developing a basic survival vocabulary. XXXX would probably benefit from a multi-sensory approach.
   (b) The Communciations instructor should also work with her in developing basic written communications skills, e.g., address, phone number, Social Security number, parent's names.
   (c) Time should also be spent with XXXX in learning to analyze social situations to determine causes and effects.
   (d) Stress the development of measuring skills appropriate for her vocational training area.
   (e) Review the change making process with her.
   (f) Drill multiplication and division facts until mastered.

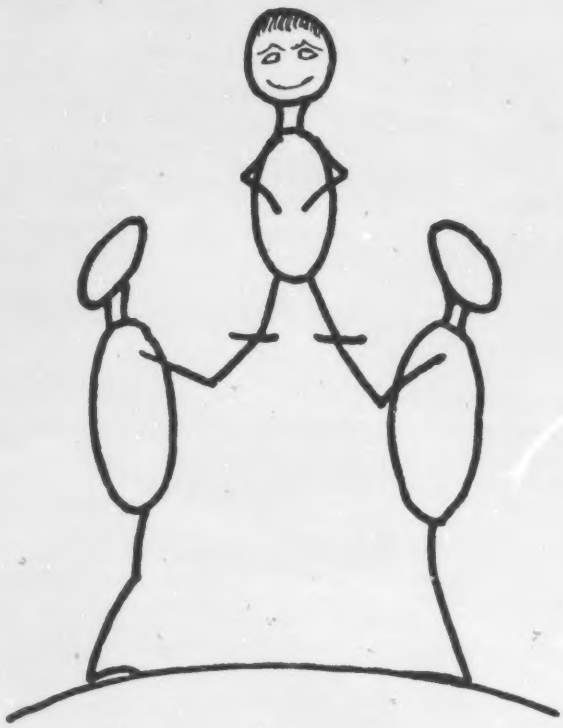
B **Vocational:**
1. Placement in Printing.
2. Placement in Printing should be considered for training as a machine tender rather than printing.
3. Job placement should be considered as a facory worker.
4. Specific educational goals for improving vocational weaknesses should be developed.

C. **Additional:**

1. XXXX should receive an optometric examination.
2. XXXX should receive a complete medical examination concentrating on her physical capacities.
3. Should receive a hearing examination at the POD Clinic.

School Psychologist Vocational Evaluator

APPENDIX B
SUPPORTIVE SERVICES



The education of handicapped students is not a task that the vocational teacher must face alone. There are a number of public and private agencies and organizations in Ohio that provide support services to parents and teachers of special needs students.

On a state-wide basis the Ohio Rehabilitation Services Commission, the Office of Manpower Development Services, and the Divisions of Vocational Education and Special Education of the Ohio Department of Education cooperatively plan programs to serve children and adults with special needs.

Private organizations such as the Volunteers of America and the Salvation Army provide work adjustment and vocational training programs as well as placement and follow-up services.

Local community agencies and organizations are also excellent sources of information. While their form and structure vary greatly with each community, the functions of the organizations are relatively uniform. In Cuyahoga County, for example, the list of supportive agencies include the Cleveland Association for Children with Learning Disabilities, the Cleveland Hearing and Speech Center, the United Cerebral Palsy Association, the Council for the Retarded Child, and the Free Medical Clinic of Greater Cleveland.

Most communities also offer a number of self-help organizations based upon the Alcoholics Ananymous model. These organizations can provide valuable insights to the teachers of troubled students.

Three major professional teacher organizations have published informational literature regarding the vocational education of handicapped students. The organizations are the American Vocational Association, Council for Exceptional Children and the National Education Association. All three organizations also have had related topics covered at their state and national conferences.

Plans for supportive services within the local schools include special education resource teachers, learning disability tutors, remedial reading teachers, vocational counselors, EMR work study coordinators, and work adjustment, and vocational evaluation specialists. Teachers of handicapped students are members of a professional team and have a number of dedicated individuals who are available to provide assistance and support.

While a number of individuals and agencies are willing to assist vocational teachers, local school policies vary regarding whose responsibility it is to refer students to outside organizations or agencies. Therefore, such practices must be processed through the chief school administrator in cooperation with the child's parents or guardians.

A list of major national and local agencies that provide supportive services for teachers of handicapped persons follows. Educators should feel free to contact these agencies for professional assistance in developing instructional materials and services for the handicapped.

A. National Instructional Materials Information System (NIMIS)
Dr. Thomas Risner, Director
University of Southern California
University Park
Los Angeles, California 90007

B. National Center on Educational Media and Materials for the Handicapped (NCEMMH)
The Ohio State University
Dr. Thomas Stephens, Chairperson
Faculty for Exceptional Children
1945 North High Street
Columbus, Ohio 43210
(614) 422-7596

C. Area Learning Resource Centers (ALRC) 13 Regions

Region

1. Northwest ALRC
   University of Oregon
   Clinical Services Bldg., Third Floor
   Eugene, Oregon 97403
   (503) 686-3591
2. California LRC
   600 South Commonwealth Avenue, Suite 1304
   Los Angeles, California 90005
3. Southwest ALRC
   New Mexico State University
   Las Cruses, New Mexico 88003
4. Midwest ALRC
   Drake University
   1336 26th Street
   Des Moines, Iowa 50311
   (515) 271-3951
5. Texas ALRC
   The University of Texas at Austin
   College of Education Building
   1912 Speedway
   Austin, Texas 78712
   (512) 471-3145
6. Great Lakes ALRC
   Michigan Department of Education
   P.O. Box 30008
   Lansing, Michigan 48909
   (517) 373-9433
7. ALRC No. 7
   Materials Development and Dissemination
   Specialized Educational Services
   Illinois Office of Education
   100 North First Street
   Springfield, Illinois 62777
   (217) 782-2436
8. Ohio ALRC
   933 High Street
   Worthington, Ohio 43085
   (614) 466-2650
9. Northeast ALRC
   168 Bank Street
   Hightown, New Jersey 08520
   (609) 448-4775
10. New York State ALRC
    55 Elk Street, Room 117
    Albany, New York 12234
    (215) 345-8080
11. Pennsylvania ALRC
    573 North Main Street
    Doylestown, Pa. 18901
    (215) 345-8080

12. Mid-East ALRC
University of Kentucky
123 Porter Building
Lexington, Kentucky 40506
(606) 258-4921
13. Southeast LRC
Auburn University at Montgomery
Highway 80 East
Montgomery, Alabama 36117
(205) 279-9110 Ext. 258

16 OHIO REGIONAL RESOURCE CENTERS

D.

SOUTHEASTERN OHIO SERRC
Robert Weinfurther, Director
52 University Terrace
Athens, Ohio 45701
(614-593-3511 or 7817)

WEST CENTRAL OHIO SERRC
Harold Fritz, Director
104 N. Wood Street
Wapakoneta, Ohio 45895
(419-738-9224 or 9225)

CUYAHOGA COUNTY SERRC
Edward J. Fox, Director
Cuyahoga Special Edcuation
Service Center
4600 Detroit Avenue
Cleveland, Ohio 44102
(216-961-0560)

SOUTHWESTERN OHIO SERRC
Elmer P. Beckman, Director
3147 Clifton Avenue
Cincinnati, Ohio 45220
(513-861-4956)

PILASCO-ROSS OHIO SERRC
Gary Dutey, Director
Scudder Elementary School
411 Court Street
Portsmouth, Ohio 45662
(614-354-4526 or 4527)

NORTHWESTERN SERRC
William L. Crawford, Director
Union School Building
10142 Dowling Road
Bowling Green, Ohio 43402
(419-833-6761)

MIAMI VALLEY SERRC
John Herner, Director
Wagner Building
1150 Beatrice Drive
Dayton, Ohio
(513-236-9965)

HOPEWELL SERRC
John Gossett, Director
133 Willow Street
Hillsboro, Ohio 45133
(513-393-1904)

NORTH CENTRAL OHIO SERRC
R. Paul McMillan, Director
791 Williamsburg Drive
Galion, Ohio 44833
(419-468-6447

CENTRAL OHIO SERRC
Louis A. Mazzoli, Director
Ninth Avenue School
211 West Ninth Avenue
Columbus, Ohio 43201
(614-885-2491)

EAST SHORE OHIO SERRC
Judy McCracken, Director
9470 Mentor Avenue
Mentor, Ohio 44060
(216-354-4734)

NORTHERN OHIO SERRC
Wallace P. Coleman, Director
R.D. No. 1, Rt. 58, Box 286
Oberlin, Ohio 44074
(216-775-2786)

NORTH EAST OHIO SERRC
William M. Hyde, Director
409 Harmon Avenue, N.W.
Warren, Ohio 44483
(216-395-0311)

LINCOLN WAY SERRC
Ted Doll, Director
1400 West Main Street
Louisville, Ohio 44641
(216-875-2423)

MID-EASTERN OHIO SERRC
Paul Rubinic, Director
65 Steiner Avenue
Akron, Ohio
(216-434-3481, 3482 or 3483)

EAST CENTRAL SERRC
Robert L. Talarico, Director
Tuscarawas County Board
of Education
261 West High Avenue
New Philadelphia, Ohio 44663
(216-343-3355)

DIRECTORY OF SPECIALIZED OFFICES

E.

Special Office for the Visually Impaired (SI)
American Printing House for the Blind
1839 Frankfort Avenue
Box 6085
Louisville, Kentucky 40206
(502) 895-2406

Specialized Office for the Deaf and Hard of Hearing (S2)
University of Nebraska-Lincoln
318 Barkley Memorial Center
Lincoln, Nebraska 68583
(402) 472-2141

Specialized Office Three (S3)
467 Wisconsin Research and Development Center for Cognitive Learning
1025 West Johnson Street
Madison, Wisconsin 53706
(608) 263-7891

Special Office for Materials Distribution (SOMD)
Indiana University
Audio-Visual Center
Bloomington, Indiana 47401
(812) 337-0531—Main Office
(812) 337-1511—Circulation Department

PROFESSIONAL ORGANIZATIONS

American Vocational Association
1501H Street, N.W.
Washington, D.C. 20005

Council for Exceptional Children
1920 Association Drive
Reston, VA 22901

National Association
of Vocational Edcuation
Special Needs Personnel
54 Langer Circle
West St. Paul, MN 55118

Ohio Association
of Vocational Education
Special Needs Personnel
Quincy-Woodhill Building, Room 401
10600 Quincy Avenue

Ohio Vocational Association
6877 North High Street, Room 301
Worthington, OH 43085

Ohio Federation of Council for
Exceptional Children (OFCEC)
Dr. Ann Petrie, President
70 North Broadway
Akron, OH 44308

OTHER AGENCIES

Mental Health Association of Ohio
50 West Board Street
Columbus, Ohio 43215
(614-221-5383)

Columbus Area Community Mental Health Center
1515 East Board
Columbus, Ohio 43205
(614-252-0711)
Goodwill Industries
(Check local telephone directory for address and telephone number)
Bureau of Vocational Rehabilitation (BVR)
State Office
4656 Heaton
Columbus, Ohio 43229
(614-466-7552)
(Also check local telephone directory for address and telephone number)
Ohio State Rehabilitation Service Commission
4550 Heaton
Columbus, Ohio 43229
(614-466-8690)
(Also check local telephone directory for address and telephone number)
Bureau of Services for the Blind
State Office, Children Services
4656 Heaton
Columbus, Ohio 43229
(614-466-3703)

APPENDIX C

SAMPLE INSTRUCTIONAL MATERIAL HOLDING A JOB: "YOUR JOB—THINGS TO CONSIDER AND "WHAT YOUR BOSS EXPECTS FROM YOU"

RATIONALE:

Responsibilities, we all have certain responsibilities! Every job you will ever have will have responsibilities and requirements. Your success on the job will depend on who well you handle your responsibilities and meet your job requirements. In this unit, you will learn about the responsibilities and requirements that, if met will help you keep your job and succeed on it.

BEHAVIORAL OBJECTIVE:

Given information on job responsibilities, you will be able to correctly list and explain these responsibilities.

PRE-TEST:

The purpose of this test is to find out how much you already know about job responsibilities.

When you are ready, complete this test. Then, take it to your teacher for grading. Your teacher will tell you whether or not you should continue this unit or go to another.

In your own words, list and describe at least 5 basic job responsibilities.

LEARNING EXPERIENCE:

Imagine you are to start your first job tomorrow. You have filled out an application, been interviewed by the employer, and told to report to work at 12:30 p.m. the next day. Of course, you are excited and may be a little worried, or even scared, etc. What will you do first? What should you say to your boss when you get there? Will he/she be nice to work for? Will you be able to do the job?

Of course, he/she will have to explain your job to you and show you just what you are to do and how to do it. Your employer will certainly help you learn the right way to do your work. He/she will help you a lot at first. But are there some things you are wondering about? What should you wear? How should you act? There are many things you would like to know about the job you are going to begin.

The things your employer will expect of you right away are called personal responsibilities . . . the things you are expected to do without being told and the things that will help you in doing your work and getting along with the people you work with.

Some of these things are listed there. Read them carefully and give them some thought.

1. **Be on the job, on time everyday.** Your employer is counting on you. He/she has certain work that must be done each day and he/she plans ahead. If you are late or do not show up, he/she cannot complete his schedule. His/her business will not operate the way it should. You have let him/her down and he/she cannot afford to pay someone who is not doing his/her share of work.
2. **Be neat, clean, and dressed for the job.** During your interview your employer explained what your duties would be. Keep them in mind when you plan what you will wear. Remember, a pleasant appearance is always important and you are representing your employer's business while on the job.
3. **Do your best and do it right.** Listen carefully to directions and ask questions if you do not understand. The more you learn about your job, the better you can do your work. Be willing to do your work. After all, that is what you are being paid for. When you are finished with one task, go on to another, do not waste time.
4. **Be polite and friendly to everyone.** Start your working day with a smile and end it the same way. No one likes to be around an old grouch! An employer is not going to keep someone on the job that is unpleasant to him/her customers, or his/her other employees.

5. **Be loyal to your employer and his/her business.** Do not gossip about your boss or other employees or customers. When you are on the job or away, speak well of those you work for. Remember, your employer pays your salary and he/she won't pay someone who makes him/her look bad.

SELF-ASSESSMENT:

The following questions are to help you check what you have learned so far. Do each question when you feel you can answer it correctly. Answer the questions briefly but completely.

1. Why is it important to be at work, on time, everyday?
2. Why is it important to do your very best on every task?
3. Why is it important to the employer that you be properly dressed for your job?

LEARNING ACTIVITY OPTIONS:

Below are 5 learning activities that are designed to give you a better understanding of job responsibilities. Place a check in front of any 3 you choose to do.

_____1. Make a poster illustrating one important job responsibility. Display your poster on the bulletin board.

_____2. Make a cartoon strip about a character such as, Too-Late Tom, Sloppy Sal, or Willing Willy. Show an important thing to remember about your responsibilities on the job.

_____3. Choose a classmate and prepare a short skit about job responsibilities. One person be the boss, the other the employee.

_____4. Ask your boss to come to class and give a short talk on why he/she thinks the job responsibilities discussed in this unit are important.

_____5. Come to school dressed appropriately for 3 different jobs on 3 days next week. Discuss some job and appropriate dress with your teacher.

POST-TEST:

The purpose of this post-test is to find out how well you understand what responsibilities you will have on your job. When you think you have successfully completed this unit complete this post-test. After you have completed the post-test, take it to your teacher for grading.

In your own words, list and explain the 5 responsibilities that were discussed in this unit.

1.
2.
3.
4.
5.

ANSWERS:

PRE-TEST:

SAME AT POST-TEST

SELF-ASSESSMENT:

1. Because there is work to be done. If you are late or do not show up, the work is not finished.
2. You should do your best at all times because that means you will get the jobs done correctly. This will make your employer happy.
3. A pleasant appearance is always important, you are representing your employer's business while on the job.

POST-TEST:

1. Be on the job, on time, everyday.
2. Be neat, clean, and dressed for the job.
3. Do your best and do it right.
4. Be polite and friendly to everyone.
5. Be loyal to your employer and his business.

WHAT YOUR BOSS EXPECTS FROM YOU

RATIONALE:

Every employee is evaluated by his/her boss on his/her work habits. Since all workers need good work habits, it is important that you know what work habits your boss will be looking for and why these are important. This unit will show you a sample form that your employer may use to check your work habits and explain why each category is important.

BEHAVIORAL OBJECTIVES:

Given a sample student work evaluation form and explanations of each category, you will be able to correctly define important work skills and explain their value to you and your employer.

PRE-TEST:

The purpose of the pre-test is to find out how much you already know about evaluating work habits.

Below are listed 4 work habits that your employer may use to check you. Next to each one, write a brief explanation of why it is important to an employer. After completing the pre-test, return it to your teacher to be checked.

1. Does the student accept constructive criticism?
2. Does the student continue routine?
3. Can the student work by himself/herself?
4. Does the student do his/her share of the work?

LEARNING EXPERIENCE:

Look over the sample **work training evaluation form** (the last page of this unit). Pay careful attention to each of the 17 categories you can be checked on. Each category is listed and its importance to the employer is explained. Carefully read over this list, then you will have a much better idea of what will be expected of you on the job.

1. **Does he/she follow directions?** Your employer will expect you to follow his/her directions. In other words, do it his/her way.
2. **Does he/she accept constructive criticism?** When your boss tells you you have done something wrong, accept his/her criticism, he/she is only trying to make you a better, more productive worker.
3. **Does he/she continue routine?** Your boss expects you to follow a regular procedure. Be on time, move from one task to another without wasting time, get right to work after a break or lunch. Remember, to an employer, time is money.
4. **Does he/she get along with his/her supervisor?** If you get along with your boss, your day at work will be a happier one. If you are happy, you will be a better worker and this makes employers happy.
5. **Does he/she get along with his/her co-workers?** If you get along with your boss, your co-workers will get more accomplished. The more work you can get done, the happier your boss will be.
6. **Does he/she see things to be done?** Your boss will not always be around to give you new duties when you are finished with a job. If he/she is not there to give you instructions, find some work to do on your won. Don't go somewhere and loaf.
7. **Does he/she like his/her work?** Employers like workers who are enthusiastic. Smile, be friendly, nobody likes a grouch or a complainer.

8. **Is he/she dressed and groomed appropriately for the job?** A pleasant appearance is always important. Remember, you are representing your employer's business while on the job.
9. **Does he/she come to work everyday?** Again, time is money. An employer wants his employees to be at work everyday. Employers have commitments and responsibilities to meet, they need workers who will be at work everyday.
10. **Does he/she give notice of any absence by calling in?** If in the work, make sure you call your employer early enough so he/she can make other arrangements.
11. **Does he/she get to work on time?** Once again, time is money. Your employer wants his/her employees to get to work on time so his/her schedules can be met.
12. **Can he/she work by him/herself?** A boss cannot spend all of his/her time supervising one worker. There will be times when you ar alone, do the same good job that you would do if your boss was there.
13. **Does he/she take care of tools and other equipment with which he/she works?** An employer must pay a lot of money for the tools and equipment you use. He/she won't like it if you abuse these tools and he/she must purchase new ones.
14. **Does he/she do his/her share of the work?** If you don't do your share of the work, that means the work doesn't get done or someone else must do it. If your work doesn't get done or someone else has to do it, there won't be any need for you, so you will end up without a job.
15. **Does he/she observe the rules of the company?** Rules and regulations. Your employer will have rules you are expected to follow. Remember, he/she must maintain certain standards or a certain image.
16. **Does he/she observe safety rules and regulations on the job?** Your boss wants you working, not hurting. If you get hurt on the job, you may miss work, so be careful to avoid inury.
17. **Is he/she courteous?** Be friendly and polite to people. Customers enjoy dealing with friendly employees. Your fellow workers will work better with you if you are friendly and polite. Both of these things will make your boss happy, so be courteous to everyone.

SELF-ASSESSMENT:

The following work habits are important to employers. Briefly explain what is expected of you by your boss and why it is important to him/her. Don't try to answer all of these at one time. Do each one when you feel you can complete it correctly.

1. Follow directions.
2. See things to be done.
3. Come to work everyday.
4. Take care of tools and equipment.

LEARNING ACTIVITY OPTIONS:

These learning activities are designed to give you a better understanding of what your employers will expect and how they will evaluate your work. Choose 2 of these options to complete.

_____ 1. Visit two local business establishments and ask how they evaluate their employees. Write a report comparing their evaluation procedures.

_____ 2. Talk to an O.W.A. employer about the categories on your evaluation form. Ask him/her why these different categories are important to him/her as a boss.

_____ 3. Work with your coordinator and classmates, if possible, and develop another form for the evaluation of O.W.A. students.
_____ 4. Make a poster for display in class illustrating one work habit that you will be evaluated on.
_____ 5. Make a poster for display in class that lists the good job habits that you should be developing and that you will be evaluated on.

POST-TEST:

When you have finished this unit, complete the post-test and return it to your teacher to be checked.

The 17 categories of work habits that are used in the evaluations of employees are listed below. Read over the list and choose 10 habits to explain. Explain what the employer expects form an employee and why it is important to him/her. Place a check beside each category you choose.

_____ 1. Follow directions
_____ 2 . Accept constructive criticism
_____ 3. Continue routine
_____ 4. Get along with the supervisor
_____ 5. Get along with co-workers
_____ 6. See things to be done
_____ 7. Like his/her work
_____ 8. Dressed and groomed appropriately for the job
_____ 9. Come to work everyday
_____10. Give notice of absence by calling in
_____11. Get to work on time
_____12. Work by himself/herself
_____13. Take care of tools and equipment with which you work
_____14. Do your share of the work
_____15. Observe rules and regulations regarding smoking and eating on the job
_____16. Observe safety rules and regulations
_____17. Be courteous

APPENDIX D

SUMMARY OF SECTIONS 503 AND 504 OF THE REHABILITATION ACT OF 1973

INTRODUCTION

Most vocational educators have ready access to Public Law 94-142, The Education for All Handicapped Children Act of 1975 and Public Law 94-482, The Vocational Educational Amendments of 1976 because of their direct implications regarding the goverance of vocational programs. Summaries of these acts have appeared in various vocational and educational journals and their implications have been the topic of professional meetings since enacted (Tomlinson and Albright, 1977; Good and Steeb, 1977; and Carlson, Phelps, and Halloran, 1977). Sections 503 and 504 of the Rehabilitation Act of 1973 have been summarized and are included in Appendix D because of their implications for planning vocational programs and facilities for handicapped persons.

SUMMARY OF: SECTION 503 OF THE REHABILITATION ACT OF 1973 THE AFFIRMATIVE ACTION CLAUSE

Section 503 of the Rehabilitation Act of 1973 is designed to open more employment opportunities for qualified physically and mentally handicapped people and to eliminate job discrimination based on physical or mental handicaps.

For the purpose of Section 503, the term "handicapped individual" means any person with a physical or mental disability which constitutes or results in a substantial barrier to employment provided such individual has reasonably benefited from the type of services offered pursuant to Title I and III of the Rehabilitation Act of 1973, or their equivalent.

Passive non-discrimination is no longer adequate. "Affirmative Action" is required of any employer doing business with the Federal Government under a contract of $2,500.00 for either personal property or non-personal services, including construction.

The Affirmative Action Clause of the Rehabilitation Act of 1973 Section 503 mandates that qualified handicapped applicants will be actively recruited, considered and employed and that all qualified handicapped employers will be afforded non-discriminatory consideration for promotion and job advancement. No handicapped individual may be discriminated against on the basis of his/her handicap. Affirmative action applies both to initial employment and to what takes place after a person is hired — job assignments, promotions, training, transfers, termination, accessibility and working conditions.

Every Federal contractor is required to abide by the affirmative action clause prohibiting discrimination and requiring affirmative action. Sincinctly these actions must include:

1. A means to investigate and take appropriate corrective action if a handicapped person files a complaint with the employer (contractor) that he is not complying with the regulations.
   (a) The employer (contractor) must maintain all records for three years regarding the complaint and action taken.
   (b) The employer will cooperate in the investigation of the complaint.
   (c) The employer will provide pertinent information regarding his employment practices with respect to the handicapped,
   (d) In the event of non-compliance, the contractor is subject to sanctions provided.
2. If an employer's performance contract exceeds 90 days, and the amount is more than $2,500.00 but less than $500,000.00, the contractor must also:
   (a) Prepare a written affirmative action program indicating actions he will take regarding employment and advancement of handicapped people.
   (b) The employer (contractor) must disseminate the written program to all employees through such means as personal handbooks, postings, and other appropriate means.

3. If the employer contract calls for performance in 90 days or more and the amount is more than $500,000.00 the employer (contractor or subcontractor) must adhere to item No. 2 above and also:
   (a) Submit a copy of the affirmative action program to the Employment Standards Administration, Department of Labor within 90 days after being awarded the contract or subcontract.
   (b) Submit an annual summary report to the Department of Labor by March 31 showing the employer's affirmative action efforts and results.

Beginning January 1, 1976, a prospective employer (contractor) will be required to sumbmit a certificate which will be reviewed as a part of the regular procurement process to determine his eligibility for contracts.

A handicapped worker under the new federal legislation has the right to file a complaint when he feels there has been discrimination in employment, or in application for employment because of his handicap.

The worker and his/her employer first will be encouraged to make use of internal review procedures to resolve the complaint. If the complaint cannot be resolved this was, or if the employer does not have an internal review procedure, the complaint may be filed with the U.S. Department of Labor in any of its offices.

For a person filing a complaint, a certification of the handicap is needed by any person filing a complaint with the Employment Standards Administration of the U.S. Department of Labor. This certification is not needed to apply for employment.

In the development of the employer's affirmative action program, the employer's obligation runs to applicants and employees who are "handicapped". Individuals seeking the benefits of these programs will need to make the facts of their handicap known to the employer to assure that the affirmative effort of an employer is directed to appropriate persons. Simply stated, the primary responsibility for indicating to the employer that the handicap exist rests with the individual. The need for and the manner of documentation of an individual's handicap will depend on the circumstances of each case. However, no "certification" of a handicap may be needed by an employer for either application for employment or to obtain the benefits of the employer's affirmative action program for the handicapped. Only when the Federal Government is asked to assist a handicapped person in seeking the benefits of the new federal rights "certification" can be required. The "certification of handicap" is accomplished on a special form through the U.S. Department of Labor by designated and authorized agents to complete. It is called a "Certificate of Handicap" and is for the use of the U.S. Department of Labor. It is a signed statement describing a person's disability, and is given to the Federal official assisting the handicapped individual.

The "Certificate of Handicap" may be obtained from any such recognized centers as State Vocational and/or Rehabilitation offices. Lists of State agencies and other authorized facilities will be available at local employment standards, U.S. Department of Labor offices. Information and guidance in securing a certificate may also be obtained from employment standards offices.

SUMMARY OF SECTION 504 REHABILITATION ACT OF 1973

Section 504

The regulation of Section 504 administered through the Department of Health, Education and Welfare institutes reform and regulation to enforce the civil rights of handicapped persons. The major issues of this legislation seek to eliminate those practices that have worked toward excluding handicapped persons from programs and employment.

As it is related to education, it specifically calls for assurances as of July, 1977, and strongly encourages schools to design and provide for handicapped by September, 1978.

Although Sub-part D, Pre-School, Elementary and Secondary, is specifically addressed to the educational system, the educator must not assume Sub-part A, General Provisions; Sub-part B, Employment Practices; and Sub-part C, Program Accessibility, do not apply to all recipients of HEW funds.

The purpose of Section 504, of the Rehabilitation Act of 1973, is designed to eliminate discrimination on the basis of handicapped in any program or activity receiving Federal financial assistance. This Section applies to all recipients of Federal funds from the Department of Health, Education and Welfare and to each program or activity that receives or benefits from such assistance.

As part of the Rehabilitation Act of 1973 (PL 93-112 and its amendment of 1974, PL 93-516), Congress enacted Section 504 which provides that "no otherwise qualified handicapped individual, shall solely by reason of his handicap be excluded from the participation, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance."

The Congressional Rehabilitation Act Amendments of 1974 (PL 93-516) amended the original definition of "handicapped individuals" so that the definition was stated as "any person who: (a) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (b) has a record of such an impairment or, (c) is regarded as having such an impairment". Under the amended definition, it was made clear that Section 504 was intended to forbid discrimination against all handicapped individuals regardless of their need for or ability to benefit from vocational rehabilitation services.

Section 504 thus represents the first Federal civil rights law protecting the rights of handicapped persons and reflects a national commitment to end discrimination on the basis of handicap. There is overwhelming evidence that in the past many handicapped persons have been excluded from programs entirely or denied equal treatment simply because they are handicapped.

The regulations are divided into seven subparts as follows: Sub-part A, General Provisions, defines the important terms that are used throughout the regulations and states, in general terms, the discriminatory acts that are prohibited. Sub-part A also sets forth a guide for a simple, workable system of administration: assurance of compliance, self evaluation by recipients, establishment of grievance procedures and notification of employees and beneficiaries of the recipient's policy of non-discrimination on the basis of handicap. The regulations covers all types of physical and mental impairments, including drug addiction and alcoholism.

Sub-part B deals with employment practices, bars discrimination by recipients and HEW assistance in recruitment, living compensation, job assignment and classification and fringe benefits. It also requires employers to make reasonable accommodation to qualified handicapped applicants or employees, unless it can be demonstrated that the accommodations would impose an undue hardship on the employer.

Sub-part C establishes the central requirement of Section 504, program accessibility. All new facilities are required to be constructed so as to be readily accessible to and usable by handicapped persons. Every existing facility need not be physically accessible, but all recipients must ensure that programs conducted in those facilities are made accessible. Flexibility is allowed in choosing methods that in fact make programs in existing facilities accessible, structural changes must be undertaken if no other means of assuming program accessibility is available.

Sub-part D is directed to pre-schools, elementary and secondary education. Its provisions have been closely coordinated with those of the Education for All Handicapped Children Act of 1975 (PL 94-142). Sub-part D, basically requires that recipients operating public education programs provide a free appropriate education to each qualified handicapped child in the most normal setting appropriate.

Section 504 also sets forth evaluation requirements designed to ensure the pro-

per classification and placement of handicapped children, and due process procedures for resolving disputes over placement of students. Although the compliance office is not proposing to review individual placement decisions, it does intend to ensure that testing and evaluation procedures required are carried out. Futher, it intends to ensure that school systems provide an adequate opportunities for parents to challenge and seek review of these critical decisions.

Sub-part E deals with post-secondary education. It proscribes discrimination against handicapped persons in recruitment, admission and treatment after admission. College and universities are required to make reasonable adjustments to permit handicapped persons to fulfill academic requirements and to ensure that they are not effectively excluded from programs because of the absence of auxiliary aids. Groups of colleges may not establish consortiums exclusively for handicapped students.

Sub-part F deals with health, welfare and other social services programs. It forbids discrimination in providing such services and requires larger recipients to provide auxiliary aids to handicapped individuals where necessary. Specific provisions require hospitals not to discriminate against addicts or alcoholics who need medical services and to establish emergency room procedures for comunication with persons with impaired hearing.

Finally, Sub-part G, maintains procedural provisions applicable, will be in accord to Title 6 of the Civil Rights Act of 1964.